



Flinders
UNIVERSITY

Primary R-7

Professional Experience
Handbook
2021

**Final Year: Fourth Year
Undergraduates & Second Year
Masters**

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

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GENERAL INFORMATION

For all Flinders University Professional Experience Placements



The QR code directs QR readers on mobile devices to the current Professional Experience (Education) web page.

CONTACT INFORMATION

SCHOOL PLACEMENT ISSUES:

Placement Officer	Haylee Podger
Phone:	82015793
Email:	primaryprofexp@flinders.edu.au
WIL Coordinator	Lalita McHenry
Phone:	8201 5458
Email:	lalita.mchenry@flinders.edu.au
Teacher Payments Enquiries	
Email:	Cepsw.placements@flinders.edu.au

PROFESSIONAL EXPERIENCE WEBSITE:

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

ACADEMIC or STUDENT ISSUES:

Each pre-service teacher will be assigned a University Liaison who will be responsible for supporting their placement. Any questions or issues can be addressed to the University Liaison in the first instance. If further support is needed then the university liaison, school staff or pre-service teacher may contact the relevant Academic Coordinator or the Director of Professional Experience. Anna Noble should be contacted for any issues related to Special Education. Jennifer Frances should be contacted for issues related to the General R-7 degree. If Jennifer Frances is unavailable, please contact Jackie Thomson.

Jennifer Frances, Academic Coordinator, Primary

Office: Education Building 4.53
Phone: 8201 5588
Email: Jennifer.Frances@flinders.edu.au

Anna Noble, Special Education Coordinator

Office: Education Building 5.46
Phone: 8201 3360
Email: Anna.Noble@flinders.edu.au

Jackie Thomson, Director of Professional Experience

Office: Education Building 4.51
Phone: 82013348
Mobile: 0418 740 215
Email: Jackie.Thomson@flinders.edu.au

FITNESS FOR PLACEMENT

The current legal requirements for working with children and young people can be found at: <https://students.flinders.edu.au/my-course/placements/compliance/education#handbooks>

Pre-service teachers need to demonstrate fitness to undertake placement. These requirements may include health, other checks or a self-declaration as to the fitness of an individual to undertake a placement.

Any such checks or declarations must be accepted by the University as reasonable and must be:

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

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

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 Academic Coordinator or Director of Professional Experience so, that if 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 following document: <http://www.flinders.edu.au/ppmanual/teaching-course-management/admin-proceed-for-student-wil-placements.cfm>

FLINDERS UNIVERSITY HEALTH AND COUNSELLING SERVICES

Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University students, including those studying online. Priority will be given to students if they indicate that they are on placement. More information regarding booking appointments can be found at:

http://www.flinders.edu.au/current-students/healthandcounselling/healthandcounselling_home.cfm

Tel 8201 2118

EMERGENCY CONTACT FORM

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

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

Pre-service teacher's name: _____

Contact Person(s) Name: _____

Contact Phone Number(s): _____

Relationship to pre-service teacher: _____

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

Signature: _____

Medicare Number: _____

Ambulance Subscription: _____

Allergies: _____

Important Medical Information: _____

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

Are you presently on Medication? YES/NO _____

If yes, please list with dosage _____

Blood Group: _____

PRE-SERVICE TEACHER RESPONSIBILITIES

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

- provide the Site Coordinator with their Introductory Form
- use their Flinders email and include an email signature on all correspondence
- show the school a copy of their WWC and RAN on their first visit. PSTs that cannot produce this certification upon arrival **will not be able to commence placement.**
- wear their name badge on all school visits
- be at school from **8am-4pm as a minimum, each day** (unless directed otherwise by the school)
- be punctual and remain at the school for yard duties and before and after school staff meetings
- dress professionally in neat, clean and appropriate clothing and footwear
- ensure that the school has their contact details, including email address, mobile phone number and emergency contact information (form p.6)
- advise the placement officer (Haylee Podger) if their University Liaison has not made contact by the middle of week one
- respond, in a timely manner, to contact from their University Liaison
- negotiate responsibilities with their mentor teacher in accordance with school and university expectations
- notify the school between 7.30-8.00 am if they are ill. **Please Note:** PSTs will need to negotiate with the school coordinator, to make up any days missed
- provide mentor/s with copies of their unit and lesson plans well ahead of teaching to ensure adequate time for feedback
- provide their mentor/s with a lesson plan for every lesson taught
- listen openly, reflect and act on mentor, liaison, and school coordinator feedback
- undertake the interim review process with their mentor and provide copies together with their Professional Learning Plan to their university liaison
- only use mobile phones during break times and move to a private area. Discuss with their mentor teacher if they need to answer their phone in class, due to an emergency
- discuss with mentors all aspects of the handbook and required reports and assessments and download relevant templates from the professional experience website
- **thank and show appreciation to all school staff for their support during their placement**
- **Upload all TPA Activities 1-5 to the EDUC 4741/9312 FLO site within two weeks of the placement ending.**

Make a full-time 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 at the school every day, ready to teach and ready to learn. Maintain your wellbeing so that you can cope with the demands of teaching.

SUCCESS CRITERIA

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

- understand the roles and responsibilities of teachers, students, families and staff within a school community
- articulate how their teaching methodologies impact student learning and wellbeing
- use the curriculum to plan appropriate and challenging learning experiences for all students
- differentiate the curriculum and use instructional strategies to cater for learner diversity
- identify and use a range of evidence-based practices to support student learning
- effectively use a range of assessment methods to determine student learning progress and achievement
- record student learning to inform planning and decision making
- create a positive and inclusive learning environment for students over an extended period
- develop professional relationships with staff, students, and parents/caregivers
- evaluate and describe how their educational programs have responded to student learning and mentor feedback over time
- critically reflect on, gather evidence and make judgments on their effectiveness as a teacher against the **Graduate** level of the Australian Professional Standards for Teachers
- behave in a manner that displays knowledge and understanding in accordance with the professional and ethical requirements of a teacher in Australian school
- demonstrate originality, creativity, and risk taking in their teaching as well as growth and development over time.

PORTFOLIO OF EVIDENCE

Pre-Service Teachers are required to gather evidence of their impact on student learning addressing each focus area of the Graduate Standards.

This will contribute to the development of an ePortfolio measured against the Australian Professional Standards for Teachers at the Graduate level in their final year in their capstone topic: EDUC4820/9401. Pre-Service Teachers need to ask critical and reflective questions about their impact on student learning.

For example;

Am I making a difference to student learning? How do I know? Am I inclusive of and responsive to student diversity-interests, abilities, cultures, languages, gender and socio-economic background?

Quality evidence could include unit and lesson plans, student learning tasks and work samples, assessment tasks, rubrics, teaching observations, self, peer and student feedback, ICTs and other resources, a professional learning journal, policy documents, examples of communication with parents, photos and video clips of teaching etc.

Annotated artefacts need to show student learning processes, teaching impact, and the PST's ability to reflect on and respond to feedback.

Pre-Service Teachers will need to respect school and student privacy by de-identifying all information.

THE ROLE OF THE UNIVERSITY LIAISON

A University Liaison is allocated to each pre-service teacher. The University Liaison is expected to:

- clarify university expectations for school coordinator/mentors as necessary
- facilitate communication between all parties involved in the placement
- work with PSTs to identify and discuss professional issues
- observe PSTs teaching twice, (3 x if PSTs are on extended placements) and provide written feedback and support their planning, teaching and assessment
- be available to discuss the progress of PSTs with school staff as necessary
- support the PSTs in reflecting upon and analysing intended learning outcomes
- monitor the interim review process
- manage and liaise with the university academic coordinator if issues of concern arise
- if necessary, complete an At-Risk form and offer strategies to the PST for improvement
- explain the reporting system
- add comments regarding student performance to the report summary statement
- ensure reports are completed and submitted to the university by the deadline
- contribute to assessment of the Teaching Performance Assessment (TPA)

Before the first visit, the University Liaison will:

- contact the PST, site coordinator and mentor to negotiate suitable times to visit the school, meet and observe the first teaching lesson

During Visit 1 the University Liaison will:

- sight the PST's 'Record of School Visits' to confirm completion of the planning days
- observe the PSTs teaching a lesson, provide constructive written feedback and advice
- meet with the mentor(s) and site coordinator to discuss the PST's progress & the Interim Review and if there are concerns discuss and initiate the At-Risk process.
- ensure that TPA activities 1&2 are completed and assessed

During Visit 2 the University Liaison will:

- observe the PST teaching a lesson and provide constructive written feedback on teaching performance, and areas of growth
- meet with the mentor and school coordinator to discuss any issues or concerns
- discuss and negotiate with the mentor and school coordinator regarding the final report, proposed grade and assist with accessing and using the reporting system.
- in collaboration with the mentor discuss and assess TPA activities 3,4,5.

After the Placement:

At the end of the placement, PSTs should be **aware of their progress but not given their reports**. Reports must be submitted by liaisons to the University at primaryprofexp@flinders.edu.au Pre-service teachers will be advised when their reports are available.

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

WITHDRAWAL FROM PLACEMENT

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

VOLUNTARY WITHDRAWAL FROM PLACEMENT

Pre-Service Teachers who withdraw from placement for personal reasons need to:

- firstly, discuss their circumstances with the school coordinator and/or mentor teacher
- seek further advice on the implications of this decision from their Academic Coordinator: Jennifer Frances
- confirm withdrawal from placement in writing to the University Liaison and site coordinator
- return any student work, marking or borrowed materials such as keys, textbooks etc. to the school
- email Jennifer Frances and cc Haylee Podger, Lalita McHenry and Jackie Thomson, into the email outlining the reasons for withdrawal. Email addresses are listed on page 4 of this handbook.
- 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
- apply to askflinders for a new study plan

An application to **Repeat a Placement** may be required and reviewed by the Director of Professional Experience, Jackie Thomson, to **determine if, and under what conditions**, a future placement might occur.

IMPOSED WITHDRAWAL FROM PLACEMENT

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

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

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

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

A PST who fails a placement:

- is identified and meets with the Academic Coordinator and Director of Professional Experience
- 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 Australian Professional Standards for Teachers (APST). This will be provided to and assessed by the Academic Coordinator and/or to the Director of Professional Experience. If approved, the PST will be granted permission for the topic to be repeated and will need to request a new study plan.

PROFESSIONAL EXPERIENCE CALENDAR

Uni WEEK	Week begins	Term	Week	PROFESSIONAL EXPERIENCE DATES		
Uni break						
Uni break	11-Jan					
Uni break	18 Jan			Week 0 Introduction Days		
Uni break	25-Jan	1	1	(Week 1 Introduction Days)		
break	1-Feb		2	(Week 2 Introduction Days)		
break	8-Feb		3			
break	15-Feb		4			
O week	22-Feb		5	Final year students continue minimum of 10 visits until the end of Term 1		
Week 1	1-Mar		6			
Week 2	8 March (PH)		7			
Week 3	15 -Mar		8			
Week 4	22-Mar		9			
5	29-Mar		10			
6	5 Apr		11			
Uni break	12-Apr					
Uni break	19-Apr					
7	26-Apr (PH)	2	1	Urban Metro 6wks	Country 8wks	Extended 10wks
8	3-May		2	Interim Review May 7		
9	10-May		3			
10	17 May		4		Interim Review May 21	Interim Review May 21
11	24-May		5			
12	31 May		6	Final Day June 4		
13	7 JUne		7			
14	14 -Jun		8		Final Day June 18	
Exam week	21Jun		9	Final Report by June 25		
Exams	28 Jun		10			Final Day July 2
Uni break	5-Jul				Final Report by July 9	Final Report by July 23
Uni break	12-Jul					
Uni break	19-Jul	3	1	(Schools return from holidays)		
Week 1 sem 2	26-Jul		2	Semester 2 begins- Project interns1x 10 weeks		
2	2-Aug		3	Employment workshops for final year students (TBA)***		
3	9-Aug		4	Please take note of the Employment workshops that are scheduled by the Flinders University Career Centre.		
4	16 -Aug		5	These are vital in supporting you in applying for employment before you graduate with your teaching degree		
5	243Aug		6			
6	30 Aug		7			
7	6-Sep		8			
8	13-Sep		9			
9	20-Sep		10	Employment workshops for final year students (TBA)***		
10	27-Sep			(School holidays begin)		

MEDAL FOR EXCELLENCE IN BEGINNING TEACHING AWARDS

It is with pleasure that we draw your attention to the **Medal for Excellence in Beginning Teaching**. This award is presented to a Bachelor of Education/Master of Teaching, graduating student who demonstrates exemplary performance in their final year professional experience.

The criteria for nomination of this award include:

- demonstration of exemplary professional conduct and qualities, including collaborative working relationships and extra-curricular commitment
- deep knowledge of relevant curriculum areas
- competence in curriculum planning, based on knowledge of student learning, and on principles of inclusivity and social justice
- the identification and implementation of differentiated teaching strategies while sustaining a quality learning programme for an extended period
- high level competence in the assessment, recording and reporting of student learning
- the ability to maintain a positive climate for learning, to develop professional relationships and to apply effective classroom management strategies
- strong reflective practice and the ability to analyse teaching effectiveness, in order to improve their professional competence.

NOMINATION PROCEDURE

Pre-Service Teachers who have demonstrated exemplary beginning teaching skills in their final professional experience placement can be nominated for the award by any **two** of the following:

- A mentor
- The principal or coordinator
- The university liaison

The call for nominations will be sent to school coordinators as the final professional experience is nearing its conclusion. Nominations can be made for early childhood, primary and special education. Nomination forms are available on the professional experience webpage. If a Flinders' Pre-Service Teacher receives an Outstanding grade, school personnel and university liaisons will be invited to submit a brief nomination.

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

PLACEMENT OVERVIEW

PLACEMENT STRUCTURE: TERM 2: METROPOLITAN: STANDARD 6 WEEK BLOCK PLACEMENT

WEEK 0 TERM 1

Pre-Service Teachers (PSTs) will generally attend induction, orientation and professional development as specified by the school from the beginning of the school year to experience setting up a classroom and preparing for a new class.

The 10 planning days in preparation for the placement block are:

- Not structured as a *teaching load*
- Regular visits for the PST to become familiar with their mentor teacher, students, the school context, its community and policies
- An opportunity for the PST to understand the learning environment and what they will be expected to teach in Term 2, to gather information, resources and to complete TPA Activities 1 & 2

During the 6-week block of teaching in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness. However, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the first day of Term 2 and by the beginning of Week 3 PSTs should be teaching approximately 4-5 classes. A suggested progression of responsibilities is as follows:

WEEKS 1 and 2

- assume responsibility for some routines from day 1
- send completed unit plans to mentors at least one week in advance of teaching to receive feedback and to adjust as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach **at least** 2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before presentation of the lesson to receive advice and make changes if necessary
- reflect on teaching performance with the mentor/s
- **PST and mentor undertake the Interim Review process around the end of week 2**

WEEKS 3 to 6

- discuss **TPA Activity One** with mentor at the start of week 5- apply changes –provide a copy of the Interim Review and discuss any additional learning goals with the University liaison
- continue responsibility for home group/care group
- plan for and teach **at least** 4 lessons each day, leading up to 80-100% of a full teaching load in the last two weeks, ensuring assessment of and feedback on student learning is embedded within lesson design
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans conclude either at the end of **week 5 or early week 6** to ensure all student work is marked and returned by the end of placement
- towards the end of the final week discuss and write personal reflections for the final assessment process

DURING THE BLOCK

- be observed teaching two lessons by the university liaison
- if possible be observed teaching by the site coordinator

PLACEMENT STRUCTURE: TERM 2: COUNTRY 8 WEEK BLOCK PLACEMENT

- 10 lead in days over Week 1 and 2 of Term 2
- 6-week continuous teaching block from Weeks 3 - 8

During the 8-week block of teaching in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they can do this will depend on the context and individual readiness. That said, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the first day of Week 3 of Term 2.

A suggested progression of responsibilities is as follows:

WEEKS 1 and 2

The 10 lead in days in preparation for the placement block are:

- not structured as a teaching load
- an opportunity for the PST to understand the learning environment and what they will be expected to teach in Term 2, to gather information, resources and to complete TPA Activities 1 & 2

WEEKS 3 and 4

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

WEEKS 5 to 8

- Provide a copy of the Interim Review to the university liaison and discuss any additional learning goals
- continue responsibility for home group/care group
- plan for and teach **at least 4** lessons each day, leading up to 80-100% of a full teaching load in the last two weeks, ensuring assessment of and feedback on student learning is embedded within lesson design
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans conclude either at the end of week 7 or early week 8 to ensure all student work is marked and returned by the end of placement
- gather evidence of achievement against the APST: graduate level
- towards the end of the final week: read/discuss/write personal reflections for the final assessment process.
- complete TPA activities 3, 4, 5

DURING THE BLOCK

- be observed teaching two lessons by the university liaison
- if possible be observed teaching by the site coordinator

PLACEMENT STRUCTURE: TERM 2: EXTENDED 10 WEEK BLOCK PLACEMENT/INTERNSHIP

WEEK 0 (TERM 1)

Pre-service teachers will attend induction, orientation and professional development as specified by the school from the beginning of the school year to experience preparing for a new class.

The 10 planning days in preparation for the placement block are:

- not structured as a teaching load
- regular visits for the PST to become familiar with their mentor teacher, students, the school context, it's community, policies, resources and to complete TPA activities 1 & 2

During the 10-week block of teaching in Term 2 PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they can do this will depend on the context and individual readiness. That said, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the first day of Term 2. PSTs should be teaching 900+ minutes a week (approximately 4-5 classes).

Interns will negotiate a special project to be implemented across the school year.

A suggested progression of responsibilities is as follows:

WEEKS 1 and 2

- assume responsibility for some routines from Day 1
- send completed unit plans to mentors at least one week in advance of teaching to receive feedback and to adjust as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach **at least 2** lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before presentation of the lesson to receive advice and make changes if necessary
- reflect on teaching performance with the mentor/s
- complete TPA activities 1 & 2

WEEKS 3 to 6

- undertake the **Interim Review** with the mentor around the end of week 4
- provide a copy of the Interim Review to the university liaison and discuss any additional learning goals
- plan for and teach **at least 4** lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design; (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor/s

WEEKS 7 to 10

- plan for and teach at least 4 lessons each day, leading up to 80-100% of a full teaching load, ensuring assessment of and feedback on student learning is embedded within lesson design
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans conclude either at the end of week 9 or early week 10 to ensure all student work is marked and returned by the end of placement
- complete TPA activities 3-5 and gather evidence of achievement against the APST: graduate level
- during week 10: read/discuss/write personal reflections for the final assessment process

DURING THE BLOCK

- be observed teaching two lessons by the university liaison
- if possible be observed teaching by the site coordinator

PROFESSIONAL EXPERIENCE

4th YEAR UNDERGRADUATE AND 2nd YEAR MASTER OF TEACHING

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

RECORD OF SCHOOL VISITS

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

The 10 planning days must be completed before the commencement of the placement block. It is the responsibility of the pre-service teacher to ensure that this record is completed after each school visit.

At the completion of the 10 days, forward this record to your university liaison or show him/her at the first visit. Please keep a copy of this document as evidence of completing 10 planning days.

Mentor/School Coordinator Signature

Date:

Pre-Service Teacher Signature:

Date:

ACADEMIC STUDY LINKS

During school Term 1, Pre-Service Teachers are also completing their academic studies in Differentiation (excludes Master of Teaching) together with Curriculum Studies in English 2 and The Social Sciences: History and Geography. Special Education students undertake two different topics: Assessment and Programming for Students with Special Needs, Functional Curriculum Design for Students with Disabilities, as well as Curriculum Studies in English 2. These topics (explained below) align to the Australian Curriculum and are being taught and assessed in connection with the final school professional experience.

Curriculum Studies: *Humanities and Social Sciences (HASS): History, Geography, Civics, & Business*

This topic aims to build competence in curriculum design, construction and evaluation for the effective teaching of History, Geography, Civics and Business in the primary years program (R-7). During Term 1, students work on developing specific pedagogical skills including designing lesson plans, units of work, and strategies for effective teaching and assessing of Humanities and Social Sciences topics. One of the main endeavours during the topic is the construction of a 'unit of work' which can be utilised during the student's professional experience in Term 2. They are encouraged to consult with their mentors in relation to their teaching and learning plan throughout the term. Pre-Service Teachers should be prepared to work within the curriculum frameworks of the Australian Curriculum and/or the International Baccalaureate and poses the knowledge and skills to deliver this content successfully.

Please contact Dr Troy Piechnick on 8201 3335 or, email Troy.Piechnick@flinders.edu.au if you have any queries.

Curriculum Studies: *English 2*

During Term 1, the final year Pre-Service Teachers are undertaking unit planning based on the Australian Curriculum (AC): English – or other authorised curriculum frameworks, such as IB - for the purpose of teaching of English in Term 2. Class texts should be chosen in dialogue with the mentor teacher. Pre-Service Teachers are required to plan for teaching in the 'receptive' and 'productive' modes of the English Curriculum. They are also encouraged to work in integrated ways; i.e. planning to meet outcomes for English, while introducing new language, themes or topics from subject areas other than English. Pre-Service Teachers undertake action research designed to develop their abilities to give primary students positive, process-oriented feedback as they teach English and literacy. They do this to facilitate a collection of meaningful 'artefacts of practice' that relate to meeting the APST at the Graduate Career Stage, as well as to reflect on practice. In support of collecting evidence for their e-portfolios, Pre-Service Teachers may ask mentors to give them advice on their developing repertoire for giving primary students feedback.

Please contact Kerrie Mackey-Smith on 8201 5396 or, email Kerrie.MackeySmith@flinders.edu.au if you have any queries.

Differentiation for Diverse Learners

During School Term 1, the final year Pre-Service Teachers will be engaging with key principles underlying differentiation for diverse learners and examining inclusive teaching practices across a range of contexts. The Pre-Service Teachers will be developing their skills in the design of curriculum and assessment to support learning for all. As they develop an awareness of students' interests and preferred ways of learning, they will actively plan lessons and collect ongoing assessment data to create activities that assist all students to engage and progress with curriculum.

In this topic, students plan differentiated learning tasks to cater for differences in students' readiness levels, interests and learning preferences, with a view to implementing these tasks during their professional experience placement. Throughout the semester, students also develop a school 'diversity profile', for which they gather general information about the school's student population and the range of programs, policies, personnel and approaches in place for supporting diverse learners. As you engage in professional conversations with your pre-service teacher, it would be extremely valuable for them to hear how you address the full range of learner needs in your classroom, and how you work with specialist and support staff in your setting. Please contact:

Jane Jarvis: 8201 3798

Jane.Jarvis@flinders.edu.au

Carol Le Lant: 8201 5684

Carol.LeLant@flinders.edu.au

Functional Curriculum Design for Students with Disabilities (*Bachelor of Education – Special Education Double Degree students only*)

This topic examines research in the area of curriculum development for individuals with complex disabilities. The is focussed on outcomes-based curriculum development from an ecological perspective and how this influences educational programming. Students will demonstrate the process of designing a personalised augmented curriculum based on ecological assessment of current and future environments using a variety of assessment tools. Through this process students will develop and prioritise learning objectives and demonstrate an understanding of how functional skills can be embedded within the Australian Curriculum to promote inclusive practice while addressing additional augmented curriculum. Please contact Julie McMillan on 82015748 or email Julie.McMillan@flinders.edu.au

Assessment and Programming for students with additional educational needs. Pre-Service Teachers undertaking the Special Education qualification only

This topic examines theories of learning, formal and informal assessments, curriculum design, and effective teaching strategies for students with additional educational needs. Pre-Service Teachers will incorporate the knowledge developed in Differentiation for Diverse Learners and Functional Curriculum Design to plan, teach and assess a unit of work for a group of students who require additional support or extension; demonstrating their capacity to sequentially develop knowledge and skills in a curriculum area such as, but not limited to, English or Mathematics. Pre-service teachers will be planning lessons and activities that actively and constructively engage their students to support in the adoption and transference of knowledge and skills.

Please contact Carol Le Lant on 8201 5684 or email Carol.LeLant@flinders.edu.au

SPECIAL AND INCLUSIVE PLACEMENT REQUIREMENTS

A PST undertaking an education double degree / MTeach in the field of **special and inclusive education** will typically undertake one of three placements.

Special School placement.

PSTs will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs

In addition, PSTs undertake additional experiences delineated in the box below. There is no required number of experiences and opportunities are to be negotiated between the PST and the site coordinator. PSTs can also provide targeted and personalised instruction to small groups and individuals as required by the site, under the guidance of the special education teacher or learning support coordinator.

District Special Class or Disability Unit placement

PSTs will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs.

In addition, PSTs undertake additional experiences delineated in the box below. There is no required number of experiences and opportunities are to be negotiated between the PST and the site coordinator.

Mainstream Education placement

PSTs will be assigned to classes where there are a significant number of children/students with disabilities who require educational adjustments to access and participate in their education on the same basis as students without disabilities. In these classroom, preservice teachers undertake the same duties as the mentor teacher or as instructed by the coordinator of programs. A special education mainstream placement involves teaching in classes where more than 25% of students are provided with 'reasonable adjustments' at QDTP or higher

In addition, PSTs undertake additional experiences delineated in the box below. There is no required number of experiences and opportunities are to be negotiated between the PST and the site coordinator.

RECOMMENDED ADDITIONAL EXPERIENCES: SPECIAL EDUCATION

NCCD – STEP 4 School support	Individual/small group support	Under guidance, implementing recommendations in a speech and language programs
Participating in wellbeing programs	IEP/One Plan/ILP construction and implementation	Personalised learning and support programs
Conducting Functional Behavioural Assessments	Social network analysis: ECH/primary	Positive behaviour support
Developing and supporting appropriate educational adjustments	Ecological inventories	Multitiered systems of support/RTI
Implementing direct instruction	Creating resources e.g. Task analysis	DSE (2005) collaboration
Supporting students with learning disabilities e.g. dyslexia, dysgraphia, dyscalculia	Programming for SWD/transition	Curriculum adjustment for students with ID, ASD, LD, ADHD, physical, sensory...
Supporting school-wide inclusive practices	Supporting social inclusion strategies across the curriculum	Supporting social skills and strategies
Literacy and numeracy assessments and analysis	Implementing programs under the direction of a special education teacher	

Additional Learning Opportunities Achieved

Special education PSTs are required to negotiate additional learning opportunities. These opportunities will strengthen knowledge of key special and inclusive education concepts taught at University and develop knowledge of key responsibilities of the special educator. To record these additional experiences, tick (and annotate) the table below.

Although a site will not be able provide you with every opportunity listed below; whichever you undertake will be helpful for your future career.

NCCD I know how the new NCCD funding arrangements operate at the school/site. I reviewed NCCD; in particular, I examined Step 4 I had conversations with teachers about the benefits and challenges of the NCCD	
IEP/One Plan/ILP I examined how teachers develop and shared IEP information for SWD across the site I read and implemented IEP teaching goals	

<p>I provided suggestions and sought clarity on aspects of the IEP I was unsure of.</p> <p>I attended and/or collaborated on an IEP (with permission)</p>	
<p>Complex Behaviours and Social Supports for SWD</p> <p>I examined how challenging behaviours were supported and resourced in the school.</p> <p>I implemented behaviour and social support programs at the site</p> <p>I discussed issues of mental health and SWD with staff; I implemented programs</p>	
<p>Behaviour Support Plan and Functional Behavioural Assessment</p> <p>I implemented a BSP</p> <p>I developed a FBA; I assisted in the collection of data to help inform a FBA</p> <p>I discussed the value and challenges of BSP and FBA with teachers</p>	
<p>Inclusive education</p> <p>I discussed the value of inclusive education with a variety of teachers and students</p> <p>I sought views on the strengths and challenges of differentiating or adapting the Australian Curriculum/SACE for students with disabilities and learning difficulties.</p>	
<p>Student Voice: Understanding the school experience for SWD</p> <p>After seeking proper authority, I discussed the benefits and challenges of learning at school with a disability. I sought feedback from SWD about how to improve my teaching and learning environments; I listened to student recommendations for improving schooling</p>	
<p>Educational Adjustments and Assistive Technology</p> <p>I consulted with SWD and/or caregivers in the provision and use of 'reasonable adjustments' for curriculum access.</p> <p>I used a variety of assistive technologies for various students and spent time investigating evidence-based technologies for a range of SWD.</p>	
<p>Specialised Programs and Interventions</p> <p>I participated in specialized programs across the site; I developed programs</p> <p>I participated in modified curriculum and/or programs such as MOVE/FLO/ABLES</p> <p>I sought teacher and student viewpoints about the use of these actions/strategies</p>	
<p>Assessment and Reporting</p> <p>I observed and implemented a variety of screening, needs-based and progress monitoring assessments at the site.</p> <p>I sought information about how assessments data were used, who for and how often</p> <p>I sought out reporting processes used at the site; I discussed the benefits and challenges of these processes.</p>	
<p>Leadership</p> <p>I interviewed school leaders about special education at this site. I determined the strengths and challenges of special education and future directions at this site;</p> <p>I discussed the facilitators and barriers to change in the field of special education, generally;</p> <p>I discussed the challenges/benefits of using the Australian Curriculum</p>	
<p>OTHER</p>	

SPECIALIST LANGUAGE PRE-SERVICE TEACHERS - LANGUAGE REQUIREMENTS

Languages PSTs must complete EDUC4831 Exploring Literacies and Intercultural Contexts in Languages Pedagogy (Primary, BEd) **or EDUC9234** Professional Experience 1 and Languages Pedagogy (Primary R-7) (MTeach) **before placement.**

EDUC4831 and EDUC9234 are held as an **intensive in February.**

Language specialist teachers in **MTeach replace EDUC9232 with EDUC9234** Professional Experience 1 and Languages Pedagogy (Primary R-7). The Professional Experience component of EDUC9232 will be accommodated in EDUC9234.

Specialist Language Students MUST complete a minimum of 10 days specialist language teaching, with the rest of the time in a general classroom. This could mean working with two mentor teachers.

TEACHING PERFORMANCE ASSESSMENT (TPA) OVERVIEW

Table 1 – Overview of the six assessment activities and the evidence to be collected.

Activities 1 & 2 will be completed during the professional experience planning days		
Evidence to be collected		
Activity 1. Self-assess and Plan your Professional Learning	Activity 2. Investigate the Context for Learning	
<p>Journal</p> <p>Critical reflective entries that identify and plan your professional learning needs</p> <p>Professional learning plan</p> <p>Use the APST: Pre-service Teacher Developmental Continuum and Goal Setting Planner on FLO and create a succinct plan</p>	<p>Journal</p> <p>Entries that identify the site/classroom context and demonstrate understanding of your students, how they learn and your use of assessment data to inform planning.</p> <p>Baseline Data</p> <p>Classroom standardised, diagnostic, continuous, observational and/or curriculum-based assessment data</p> <p>Case Study Information</p> <p>Collect and consider specific demographic and baseline academic and engagement data about two students. One student is developing typically, the other has specific learning needs (Connects to Activity 5, and Activity 6</p>	
Activities 3, 4 & 5 will be completed during the professional experience block		
Minimum evidence to be collected		
Activity 3. Plan for Learning and Assessment	Activity 4. Teach and Manage Student Learning	Activity 5. Assess, Provide Feedback and Report on Student Learning
<div><div>1. Unit plan and 3-5 sequential lesson plans</div><div>2. Differentiated tasks</div><div>3. Pre-assessment or observational data</div><div>4. Class learning goals and intended outcomes</div><div>5. Use of educational adjustments</div></div>	<div><div>1. Video analysis of your teaching</div><div>2. Constructive feedback from your Mentors/University Liaison</div><div>3. Observation data about use of ICT and managing challenging behaviour</div><div>4. Use of ICT and other resources</div><div>5. Use of varied communication strategies</div><div>6. Annotated lesson plan</div></div>	<div><div>1. Analysis of whole class student assessment data</div><div>2. Reflections on the use of data and assessment to inform practice.</div><div>3. Feedback from students and provided to students</div><div>4. Records of student learning and documentation for reporting to parents/carers</div><div>5. In-depth analysis of assessment data - case study students</div></div>
Activity 6 will be completed approximately two weeks after the professional experience block at University		
Activity 6: Critical Reflection of your Teaching and your Impact on Students’ Learning		
Evidence to be collected		
A curated PowerPoint presentation which brings together evidence from TPA Activities 1 to 5 addressing the rubric criteria. This activity will be conducted and assessed at Flinders University.		

KEY ASSESSMENT DATES 2021

ALL PLACEMENT ELECTRONIC REPORTING TEMPLATES CAN BE FOUND AT:

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

NOTE: Interim Reviews and At-Risk forms need to be forwarded to the University placement officer, **only if there are concerns**. The final report needs to be completed at the school level and then submitted via email to the University liaison who is responsible for submitting it to Flinders University. Pre-Service Teachers can know what their final report grade is but are not given their reports as this will be done by the University.

METROPOLITAN (6-week block placement)

Mentor Interim Review undertaken by:

Friday 7th May 2021

Combined Mentor and Self Review Process:

Around week beginning Monday, 10th May 2021

FINAL REPORT DUE

Approx. two weeks after the placement ends. Generally, Monday, June 25th June 2021

COUNTRY (8-week block placement)

Mentor Interim Review undertaken around:

Friday, 21 May 2021

Combined Mentor and Self Review Process:

Week beginning Monday 24th May 2021

FINAL REPORT DUE

Approx. two weeks after the placement ends. Generally, Monday, 9^h July 2021

EXTENDED (10-week block placement)

Mentor Interim Review Due:

Friday, 22nd May 2021

Combined Mentor and Self Review Process:

Week beginning Monday, 24th May 2021

FINAL REPORT DUE

Approx. two weeks after the placement ends. Generally, Friday, 23rd July 2021

RESOURCES: PLANNING for TEACHING

Planning for learning and teaching encompasses the following components:

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

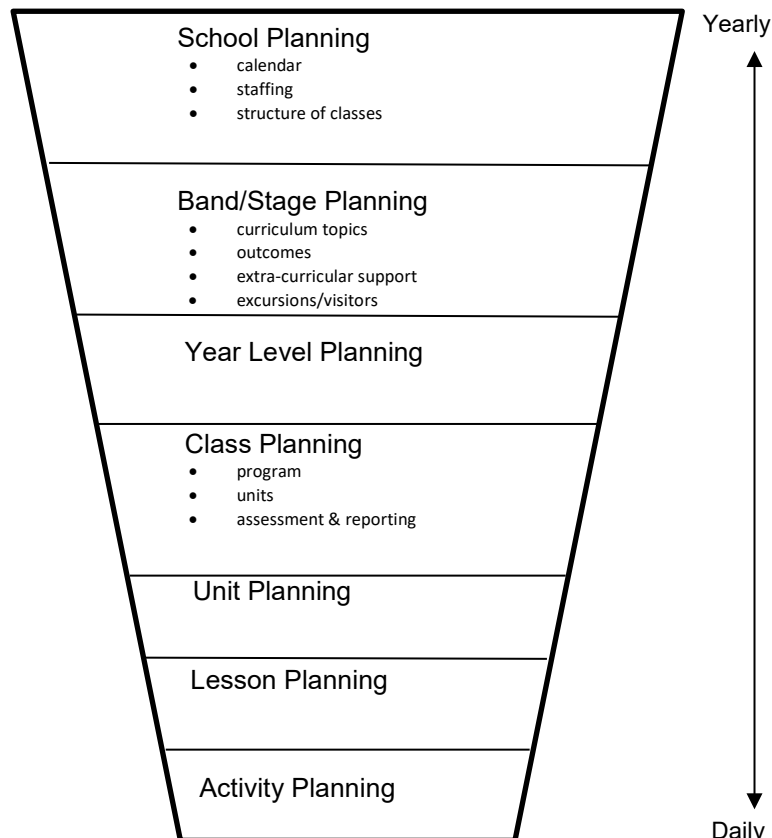
The Pre-Service Teacher should be involved in sequential planning at two different levels: unit planning and lesson planning.

Unit Planning

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

Lesson planning

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



LESSON PLANNING

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

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

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

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

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

The teaching-learning phase is often written up with a guiding timeline and includes specific teaching activities such as explicit teaching or demonstration and also guided exploration by the students as they practice either in groups or as individuals by undertaking learning activities.

What follows are example of lesson-planning templates that pre-service teachers may use for their lesson planning. They are also encouraged to adopt the lesson planning template used by the site at which they are placed.

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

AUSTRALIAN CURRICULUM SAMPLE LESSON PLANS

<https://www.australiancurriculumlessons.com.au/>

PST SELF EVALUATION SHEET

Lesson Taught:

Date:

1. Lesson Outcomes	Met / Not Met What evidence do I have of this?								
2. Effectiveness of teaching strategies used	<table style="width: 100%;"> <tr> <td style="width: 60%;">Teaching Strategy</td><td style="width: 40%;">Was this Effective?</td></tr> <tr> <td>1.</td><td>Yes / No</td></tr> <tr> <td>2.</td><td>Yes / No</td></tr> <tr> <td>3.</td><td>Yes / No</td></tr> </table> <p>General Comments:</p> <p>What will I try or repeat next time?</p>	Teaching Strategy	Was this Effective?	1.	Yes / No	2.	Yes / No	3.	Yes / No
Teaching Strategy	Was this Effective?								
1.	Yes / No								
2.	Yes / No								
3.	Yes / No								
3. Effectiveness of <i>classroom management</i> strategies on student behaviour and emotional wellbeing	<table style="width: 100%;"> <tr> <td style="width: 60%;">Strategy</td><td style="width: 40%;">Was this Effective?</td></tr> <tr> <td>1</td><td>Yes / No</td></tr> <tr> <td>2.</td><td>Yes / No</td></tr> <tr> <td>3.</td><td>Yes / No</td></tr> </table> <p>General Comments</p> <p>What will I try or repeat next time?</p>	Strategy	Was this Effective?	1	Yes / No	2.	Yes / No	3.	Yes / No
Strategy	Was this Effective?								
1	Yes / No								
2.	Yes / No								
3.	Yes / No								
4. Effectiveness of <i>task design</i> and content for student learning	<table style="width: 100%;"> <tr> <td style="width: 50%;">Curriculum content learnt</td><td style="width: 50%;">Yes / No</td></tr> <tr> <td>By whom?</td><td>All/ Most/ Some / None</td></tr> </table> <p>What worked well? / What will I try next time?</p>	Curriculum content learnt	Yes / No	By whom?	All/ Most/ Some / None				
Curriculum content learnt	Yes / No								
By whom?	All/ Most/ Some / None								
5. Accommodations or adjustments for students with special needs and abilities	<p>How effectively did I meet the learning needs for students with special needs and abilities in this class?</p> <p>Very / somewhat / not at all/ I don't know</p> <p>What do I need to do to better meet the needs of all learners next time?</p>								
6. Assessments	Assessments approaches used 1. 2.								

Were these effective in determining what students learned today? Yes / No

Did they identify any misconceptions related to the content? Yes/No

Did they enable me to measure individual progress? Yes / No

Did they enable me to measure my effectiveness as a teacher? Yes/ No

What assessment approaches will I use next time?

GUIDELINES FOR INCLUSIVITY AND STUDENT ENGAGEMENT

Gathering knowledge about the diversity of your students during the planning days will support you to develop lessons that foster inclusion and engage students. Use this table as a guideline to record your observations about student diversity.

Types of students	Diversity	Learner diversity in my class 1.	Possible adjustments 1.
<ul style="list-style-type: none"> • ATSI • Economic disadvantage • Learning difficulties-literacy/numeracy • Disengaged • Severe mental health/trauma. • <i>Other?</i> 	<ul style="list-style-type: none"> • NESB • Rural or remote • Disability • Learning disability • Neurobehavioral (e.g. ADD, ADHD) • Gender • Gifted & Talented • Socio-economic 		

REFLECTIVE QUESTIONS FOR LESSON PLANNING (EXAMPLE)

Once you have completed a lesson plan, consider the following questions:

- Is the content and flow of my lesson organised into a logical sequence?
- Have I selected and used appropriate examples and resources so that **all** students can access and engage in the planned tasks reasonably independently?
- Have I planned effectively for students who already have deep knowledge about this subject matter?
- Do my resources consider the needs of students whose literacy/numeracy abilities are not yet at year level?
- Is this lesson plan inclusive of students' interest and learning preferences?
- Have I selected appropriate ICT resources so that **all** students can engage successively?
- Have I planned for the safe, responsible and ethical use of ICT ?

ELECTRONIC TEMPLATES

Current reporting templates and PLPs for 2021 can be found at:

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

Please note: reviews are generic; tick the box to indicate the student's year level.

PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

PURPOSE

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

BACKGROUND

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

CONSIDERATIONS

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

- **Novice** level is the performance aim line for preservice teachers in year 2.
- **Emerging** level is the performance aim line for preservice teachers in year 3/ Master of Teaching Year 1.
- **Graduate level is the performance aim line for preservice teachers in year 4/Master of Teaching Year 2.**
- **Proficient** is above the performance aim line for preservice teachers because it is **intended to reflect a minimum of 6 months of independent teaching**. However, it may provide a basis for discussion about where the PST is moving towards in their teaching or indicate advanced knowledge.

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE LEARNING CONTINUUM

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

PROFESSIONAL KNOWLEDGE

Standard 1 Know students and how they learn

Focus	Novice	Emerging	Graduate	Proficient
1.1 Physical, social and intellectual development and characteristics of students	Identifies and discusses ways in which student characteristics may affect learning.	Understands that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	Begins to draw on current research into how students learn when planning for teaching.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socio-economic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for learning.	Uses teaching strategies that meet the need of students with diverse linguistic, cultural, religious and socio-economic backgrounds.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

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

Standard 2 Know the content and how to teach it				
Focus	Novice	Emerging	Graduate	Proficient
2.1 Content and teaching strategies of the teaching area	Demonstrates some knowledge of the structure of the curriculum, its content and effective teaching strategies.	Applies and adapts teaching strategies appropriate to the curriculum content.	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Analyses curriculum content selection with mentor/s to understand impact on student learning.	Able to plan lessons for the content of a particular teaching area.	Organises content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.
2.3 Curriculum, assessment and reporting	Begins to connect assessment practices with teacher judgement about student learning.	Includes assessment tasks as an integral component of the teaching and learning process and gathers basic data for reporting purposes	Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is important to include in the curriculum.	Shows respect and understanding of indigenous culture and promotes reconciliation into teaching	Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

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

PROFESSIONAL PRACTICE				
Standard 3 Plan for and implement effective teaching and learning				
Focus	Novice	Emerging	Graduate	Proficient
3.1 Establish challenging learning goals	Discusses some teaching strategies that establish challenging learning goals for students.	Establishes learning goals that provide achievable challenge for most students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
3.2 Plan, structure and sequence learning programs	Identifies some core elements of an effective lesson.	Able to plan effective lesson sequences to scaffold student learning in a topic or teaching area.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3 Use teaching strategies	With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching.	Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Selects appropriate resources to the teaching context and area.	Shows increasing independence in locating and selecting appropriate teaching resources , including ICTs	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.

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

Standard 4 Create and maintain supportive and safe learning environments				
Focus	Novice	Emerging	Graduate	Proficient
4.1 Support student participation	Identifies effective strategies for enabling student participation.	Begins to identify and plan for inclusive learning that supports student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities	Begins to demonstrate the capacity to independently organise classroom activities and gives clear directions.	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
4.3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	Uses some proactive and ethical strategies for preventing and managing challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

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

Standard 5 Assess provide feedback and report on student learning				
Focus	Novice	Emerging	Graduate	Proficient
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses a range of formative and summative assessment strategies, including informal and formal approaches.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5.2 Provide feedback to students on their learning	Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.	Shows increasing ability to provide students with constructive and timely feedback to support their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
5.3 Make consistent and comparable judgements	Can identify effective assessment moderation that enable teachers to make fair judgements about student progress and the achievement standards.	Begins to independently assess, and interpret student learning to make reliable judgements about student achievement.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

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

PROFESSIONAL ENGAGEMENT				
Standard 6 Engage in professional learning				
Focus	Novice	Emerging	Graduate	Proficient
6.1 Identify and plan professional learning needs	Engages in professional dialogue to reflect upon and make decisions about future professional learning needs.	Is aware of the Australian Professional Standards for Teachers to inform professional learning needs.	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
6.2 Engage in professional learning and improve practice	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of some appropriate sources that can develop professional learning and practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3 Engage with colleagues and improve practice	Able to discuss aspects of their teaching practice with a supervising teacher/mentor.	Can accept and apply feedback from a supervisor/mentor.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4 Apply professional learning and improve student learning	With support, can identify professional learning opportunities to improve student learning.	Can apply professional learning to improve teaching practices which improve student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.

Standard 7: Engage professionally with colleagues, parents/carers and the community				
Focus	Novice	Emerging	Graduate	Proficient
7.1 Meet professional ethics and responsibilities	Can articulate the professional practices of Australian teachers and can always act responsibly and ethically.	Understands the ethical expectations of the teaching profession when making decisions.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools
7.2 Comply with legislative, administrative and organisational requirements	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organizational policies and processes, when planning student activities.	Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3 Engage with the parents / carers	Establishes positive rapport with parents/carers under the guidance of supervising teachers.	Communicates with parents/carers in relation to children's issues or learning, seeking guidance if needed.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with peers, mentors and university staff.	Seeks relevant sources of information and support related to their teaching.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.