Student Name: _____

Student ID: _____

Primary R-6

Final Year Professional Experience Handbook 2023

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

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

CONTENTS

CONTACT INFORMATION

Placement Issues

Please contact your WIL Support Officers regarding Inplace, compliance issues, short term absenteeism or sickness or the online final report system.

WIL Support (Placement) Officers	Hannah Rohrlach and Kerry Braun
Phone:	8201 5410
Email:	primaryprofexp@flinders.edu.au
Location:	Room 4.69 Level 4, Education Building
WIL Team Leader	Haylee Scott
Phone:	8201 5793
Email:	primaryprofexp@flinders.edu.au
Teacher Payments	
Email:	Cepsw.placements@flinders.edu.au

Academic or Pre-Service Teacher Issues

Please contact your University Academic Coordintor regarding potential withdrawal from placement, personal or performance concerns or issues. Each pre-service teacher (PST) will be assigned a University Liaison who will support their placement. Any questions or issues may be addressed to the University Liaison once the placement block commences. If further support is needed then the University Liaison, school staff or PST can seek advice from the Academic Coordinator/Director of Professional Experience.

Special Education Coordinator	Dr Carol Le Lant
Phone:	201 5684
Email:	carol.lelant@flinders.edu.au
Academic Coordinator	Jackie Thomson
Phone:	8201 3348 or 0418 740 215
Email:	jackie.thomson@flinders.edu.au

Information for sites and University Liaisons:

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

PROFESSIONAL EXPERIENCE CALENDAR 2023

Week Start	Uni Week	School Term/Week	Placement Activities		
2-Jan	Break				
9-Jan	Break				
16-Jan	Break		**Week 0 Introduction Days may commence**		
23-Jan	Break				
30-Jan	Break	Term 1 — 1			
6-Feb	Break	2			
13-Feb	Break	3			
20-Feb	O-Week	4			
27-Feb	S1 Week 1	5	**Final year students continue to complete a minimum of 10 planning days until the end of Term 1**		
6-Mar	Week 2	6			
13-Mar	Week 3	7			
20-Mar	Week 4	8			
27-Mar	Week 5	9			
3-Apr	Week 6	10			
10-Apr	Break	11			
17-Apr	Break				
24-Apr	Week 7		Employment workshops / Flinders Career centre Dates TBC / Liaison Meeting TBC		
1-May	Week 8	Term 2 — 1	**Metro 6 week block start**	**Metro/Country 8 week block start**	**Extended/Intern 10 week block start**
8-May	Week 9	2			
15-May	Week 10	3	**Interim review**		
22-May	Week 11	4		**Interim review**	**Interim review**
29-May	Week 12	5			
5-Jun	Week 13	6	**Final Day 9th June**		
12-Jun	Week 14	7	**Final Report due 23rd June**		
19-Jun	Exams	8		**Final Day 23rd June**	
26-Jun	Exams	9		**Final Report due 7 July**	
3-Jul	Break	10			**Final Day 7th Jul**
10-Jul	Break				**Final Report due 21 July**
17-Jul	Break				
24-Jul	S2 Week 1	Term 3 — 1	**Semester 2 begins- Project interns 1 day per week**		
31-Jul	Week 2	2			
7-Aug	Week 3	3			
14-Aug	Week 4	4			
21-Aug	Week 5	5	**Please note that Employment support and workshops are offered by the Flinders University Career Centre.**		
28-Aug	Week 6	6			
4-Sep	Week 7	7			
11-Sep	Week 8	8			
18-Sep	Break	9			
25-Sep	Break	10			

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 pre-service teacher 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 Process

Pre-Service Teachers 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' PST receives an 'Exceeded' grade, school personnel and University Liaisons can consider submitting a nomination.

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

Nomination forms can be located on the Professional Experience webpage
https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information

Nominees will be notified in September. The Medal for Excellence Awards ceremony will be held in November, where winners will be announced.

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.

PSTs WITH DISABILITIES

A PST who has a recognised disability under the DDA (1992) may attend placement with the provision of *reasonable adjustments* (Disability Standards for Education, 2005). These adjustments enable the PST to access, participate and learn on the same basis as a PST without disabilities.

Where there is a pre-existing medical or other condition and the ability to practice may be impaired, the pre-service teacher can discuss this with a Flinders' Disability Liaison Officer in the first instance. If accommodations are needed for placement 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, negotiated with a placement school and applied. Once on placement the pre-service teacher does not need to present the school with or discuss the Access Plan.

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.

Telephone: 8201 2118
After hours: 1300 512 409 / 0488 884 103

More information & bookings can be found at: http://www.flinders.edu.au/current-students/healthandcounselling/healthandcounselling_home.cfm

MEDICAL EMERGENCY CONTACT FORM

This information is confidential. Site 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

Flinders University values integrity, courage, innovation and excellence. 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 PST Introductory Form before their placement
- use their Flinders' email and include an email signature on all correspondence
- show the school a copy of their WWC and RRAN -EC on their first visit. COVID vaccination proof may also be required. PSTs that cannot produce this certification upon arrival **will not be able to commence placement**.
- wear their Flinders University 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 medial emergency contact information (form p.7)
- advise the WIL support team if their University Liaison has not made contact by the middle of week one of the placement block
- respond, in a timely manner, to contact from their University Liaison
- negotiate responsibilities with their mentor teacher in accordance with school and university expectations
- notify the school between 7.30-8.00 am if they are ill. **Please Note**: PSTs will need to negotiate with the school coordinator, to make up any days missed. If illness exceeds 5 days this may result in a withdrawal from placement.
- provide mentor/s with copies of their unit and lesson plans(for every lesson) **well ahead of teaching** to ensure adequate time for feedback
- provide their university liaison with a lesson plan for every lesson observed (at least 1-2 days prior)
- listen openly, reflect and act on mentor, liaison, and site coordinator feedback
- undertake the interim review process with their mentor and provide copies of forms to their university liaison
- only use mobile phones during break times or with other professionals. Take any necessary calls during breaks, move to a private area. Discuss with their mentor teacher if they may be required to answer their phone in class, due to an emergency
- **read and discuss with their mentor/s this handbook and download a copy for them.**
- ensure all TPA activities are completed and submitted for assessment by due dates
- thank and show appreciation to all school staff for their support during their placement

FULL TIME COMMITMENT AND WELLBEING

PSTs are expected to make a full-time commitment to Professional Experience placement. It is not permissible to negotiate a late arrival, a day off or an early departure. Flinders and AITSL/TRB-SA requirements mean that PSTs are expected to be at the school every day, ready to teach and ready to learn. PSTs have been advised to put strong personal support structures in place to maintain their wellbeing to cope with the demands of this teaching block. If there are any concerns about your placement please contact your Academic Coordinator. Please also see Flinders Health Counselling contact information (p.6).

PUBLIC HOLIDAYS, PUPIL FREE DAYS AND SCHOOL CLOSURE DAYS

Pre-service teachers must complete a minimum number of placement days to meet Initial Teacher Education (ITE) accreditation requirements. Any public holiday or school closure day will need to be made up by the pre-service teacher. If professional development opportunities are offered on pupil free days, pre-service teachers are encouraged to attend; these days do not need to be made up. Extended placement and intern undergraduates MUST ensure they meet the full 60 days of teaching to meet the requirements of being credited another topic. Extra curricula involvement is encouraged but this time is not counted instead of placement days.

PLACEMENT PLANNING DAYS

The 10 Planning days are not structured as a teaching load. They are an opportunity for PSTs to:
- undertake induction
- observe and investigate the context for teaching and learning
- discuss teaching loads with mentors
- negotiate and prepare for what they are expected to teach, gather information and resources
- become familiar with school policies and procedures
- build professional relationships with mentors, students, the school community
- complete TPA activities 1 & 2
- discuss goals and what they can contribute to the school whilst on placement.
- demonstrate an open-minded attitude and willingness to learn and improve.
- complete the Planning Days Attendance Record form (p. 18)

PLACEMENT SUCCESS CRITERIA

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

- 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 instructional strategies to cater for learner diversity
- effectively use a range of assessment methods to determine student learning progress and achievement
- record student learning to inform planning and decision making
- identify and use data and evidence-based approaches to improve student learning
- critically discuss roles and responsibilities of educators within a school community
- create a positive and inclusive learning environment for students over an extended period
- develop professional relationships with staff, students, and parents/caregivers
- evaluate how their teaching has responded to student learning and mentor teacher 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 professional collaboration in their teaching as well as growth and development over time.

TPA AND PORTFOLIO OF EVIDENCE

All final year PSTs are required to complete six Teacher Performance Assessment (TPA) activities as part of their final placement topic (see p.23). These six activities are the core business of teaching and learning and require PSTs to critically reflect on and analyse their teaching practice and to gather quality evidence. Quality evidence could include:
- unit and lesson plans (if using pre-prepared plans show significant moderation)
- student case studies
- student learning tasks and work samples assessment tasks (summative, formative etc)
- rubrics
- teaching observations
- self, student, mentor, university liaison and site coordinator feedback
- ICTs and other resources
- policy documents
- examples of communication with parents and families
- photos and video clips of teaching etc.
- University assignments (eg Differentiated lessons)

Annotated artefacts need to show student learning processes, teaching impact, and the PST's ability to reflect on and respond to feedback. **PSTs must respect school and student privacy by de-identifying all information.**

THE ROLE OF THE MENTOR TEACHER

Thank you for mentoring a Flinders' pre-service teacher. The information below outlines some key responsibilities.

The planning days
PSTs will spend 10 planning days in their placement school prior to the teaching block and at this time, they will not have a university liaison assigned to them. Expectations around the planning days are flexible and should be guided by your needs and the needs of the PSTs. However, during these days, it would be appreciated and helpful if you could:

- Make clear your expectations about the preparation of units and lesson plans; discuss the topics the PST will be teaching and your preferred way of planning.
- Introduce the PST to staff and show them around the school. Ensure they know where to locate relevant school resources, polices and be available to answer any initial questions.
- Introduce them to the students they will be teaching during placement.
- Discuss and review the PST's proposed planning of lessons and unit/s of work. Identify and communicate with them regarding any special circumstances or issues of concern.
- Encourage the PST to observe and discuss how you plan, prepare and manage student issues (learning, well-being and behaviour). Invite them to ask questions about your practice, classroom management strategies and educational philosophy.

Final Year Placement Teaching Block
At the commencement of the teaching block, PSTs should have completed Teacher Performance Assessment (TPA) activities 1 and 2 which they are required to discuss these with you and their University Liaison. Additionally, it would be of great assistance to their development if you could:

- Give guidance and verbal/written feedback on all aspects of teaching performance.
- Contact the University Liaison or University Academic Coordinator at any time if you have concerns about the learning, teaching or behaviour of a PST.
- Give specific verbal and written feedback as required on the PST's planning, teaching, classroom management and/or building professional relationships.
- Undertake the **Interim Review around week 2 of the placement block**
- Assess **TPA activities 3, 4, and 5** (see rubrics provided in TPA Handbook) and advise the University Liaison of the PST achievement plus complete relevant sections of the **Final online Report** within two weeks of the placement ending.
- Consider nominating the PST for the Medal for Excellence if they have been graded at 'Exceeded' in their final report

Reports
Please note that PSTs should be made aware of their final placement grade before they leave the school. Once all parties have completed their sections, reports are processed by the University, and the pre-service teachers will receive their report.

THE ROLE OF THE UNIVERSITY LIAISON

A University Liaison is allocated to each PST for the teaching block.

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 times for extended placements) and provide written feedback and discuss all aspects of 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 placement success criteria (p.10)
- be informed of the interim review process outcome
- manage and liaise with the University Academic Coordinator if issues of concern arise
- Support an 'at risk' if there are issues of concern, notify the University Academic Coordinator and forward documentation, and offer strategies to the PST for improvement.
- Possibly undertake additional visits (by negotiation with the University) for PSTs identified as 'at risk', as required
- Explain the online reporting process as required
- Negotiate with the mentor and school coordinator regarding completion of the online report and grade
- contribute to the assessment of the TPA and input Qualtrics data
- **ensure relevant sections of the final reports are completed and submitted to the university by the deadline**

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

Before the first visit, the University Liaison will:
- contact the PST/s site coordinator and mentor to negotiate suitable times to visit the school, meet and observe the first teaching lesson
- Assess TPA activities 1 and 2

During Visit 1 the University Liaison will:
- sight the PST's 'Record of School Visits' to confirm completion of the 10 planning days
- observe the PST 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 the At-Risk process.

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 site coordinator to discuss any issues or concerns
- discuss with the mentor and site coordinator the final report, the TPA and final grade

WITHDRAWAL FROM PLACEMENT

Please note, withdrawing **before** or **during** placement has consequences. If a PST intends to remain in the course, their degree will most probably be extended by 6-12 months. In addition, the PST will need to complete an application form requesting another placement. In this application, the PST will need to indicate why they withdrew and what actions they will take to ensure the next attempt will be successful. This application will be reviewed by the Director of Professional Experience, Jackie Thomson, who will determine if, and under what conditions, this person may undertake another placement in the future. If successful, the individual may need to provide medical and/ or psychological documentation outlining fitness to undertake another placement. If the PST determines that they wish to withdraw from the B Ed/M Teach course, they can seek course counselling to explore available course options by contacting askflinders@flinders.edu.au

Voluntary Withdrawal from Placement

Pre-Service Teachers who withdraw from placement for personal reasons need to**:**
- firstly, discuss their circumstances with the site coordinator and mentor teacher
- seek further advice on the implications of this decision from their University Liaison and University Academic Coordinator
- confirm withdrawal from placement and reasons in writing to all parties- cc' mentor teacher, site coordinator, University Liaison and University Academic Coordinator
- return any student work, marking or borrowed materials such as keys, textbooks etc. to the school
- formally withdraw from the placement topic through the Flinders University Student Enrolment system; doing this *__before__* census date will ensure a Withdraw (W) grade rather than a Fail (F)
- apply to Askflinders for a new study plan

Imposed Withdrawal from Placement (Site Or University Imposed)

The **Director of Professional Experience, Academic Coordinator or placement site** may withdraw a PST from placement at any time for the following reasons: The Pre-Service Teacher breaches the legal, ethical, or professional codes of conduct of the organisation providing the placement.

1. The PST is consistently unable to achieve the duties of a teacher satisfactorily, without an inappropriate or an unattainable degree of supervision from mentors or others with respect to **teaching performance**. Despite adequate guidance and timely, detailed feedback, in the professional judgement of school staff and the university liaison, the PST is demonstrating/ has demonstrated an insufficient level of growth and independence towards achieving the majority of the placement success criteria for this placement (p.10)
2. The PST **breaches the legal, ethical, moral or professional codes of conduct** of the school providing the placement and/or the industry concerned such as the Department for Education.
3. The PST demonstrates gross negligence or misconduct in the performance of an assigned duty.
4. The school is unable to maintain an appropriate placement experience for the PST.

Where the site, Director of Professional Experience or Academic Coordinator withdraws a PST for reasons listed 1- 3 above, a fail grade will be recorded against the topic irrespective of when this occurs e.g. before or after census date. Where placement is terminated because of point 4 above, the PST will be assisted to find an alternative placement as soon as practicable and will receive an Interim (I) grade against the topic.

UNSATISFACTORY PLACEMENT: AT RISK AND FAIL

1. At any time during placement, a PST may be issued with an *at-risk* notification. This will occur when, in the professional judgement of site staff and/or the university liaison, the PST is at risk of not achieving the required success criteria and Graduate Standard. This notification is not a fail but indicates to the PST that *significant improvement* is needed in teaching and/or professionalism to pass the placement. If, at the end of the Professional Experience, the PST performance is still deemed **Unsatisfactory**, or if the professional experience is terminated early by the school, a grade of **Fail (F)** will be given by the Academic Coordinator.

2. If a PST commits a serious breach of conduct) they may not receive an *at-risk* notification. In this situation, the PST will be contacted by the Director of Professional Experience and will be asked to leave the school. This will result in a fail grade for the placement.

In circumstances **one** or **two** above, the PST's attention is drawn to the following procedure:

- PSTs will be contacted to meet with the Director of Professional Experience and Course Coordinator to discuss the placement and may be advised of the process to apply to repeat the topic **or** the requirement to withdraw from the course:
- If identified as *able to repeat a failed placement*, the PST will apply in writing for permission to repeat a placement indicating a clear plan for improvement. This application will be sent to the Director of Professional Experience, **Jackie Thomson** jackie.thomson@flinders.edu.au
- The application will be assessed against the PST's academic record, reasons for the request and the ability to plan for improvement based on the APSTs and Flinders Graduate qualities.
- If approved, Jackie Thomson will write to the PST granting permission to repeat placement and stating the conditions under which the topic can be repeated in the following year.
- The WIL team and Academic Coordinator are advised of this decision.
- The PST will need to contact 'Ask Flinders' askflinders@flinders.edu.au to request a new study plan.

PLACEMENT STRUCTURE:
METRO STANDARD 6-WEEK BLOCK

WEEK 0 (TERM 1)

If the placement is organised early enough, 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 and preparing for a new class. **This forms part of the minimum 10 planning days** in preparation for the placement block. Planning days are:

- **not structured as a *teaching load***
- regular negotiated full day visits for the PST to get to know their mentor teacher/s, students, the school context, and policies
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach in Term 2, to gather information, resources, and to plan and complete TPA activities 1 & 2 (provided to University Liaison for assessment)

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 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 (TERM 2) PLACEMENT BLOCK

- 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**
- **discuss and begin to undertake TPA activities 3-5**

WEEKS 3 to 6 PLACEMENT BLOCK

- provide a copy of the Interim Review and discuss learning goals with the University Liaison
- 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
- 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
- complete TPA activities 3-5 and provide evidence to mentor for assessment.

DURING THE BLOCK

- be observed teaching, two lessons, by the University Liaison
- if possible, be observed teaching by the site coordinator

After placement PSTs will add brief comments to the relevant section of online report

PLACEMENT STRUCTURE:
COUNTRY 8-WEEK BLOCK

10 planning days in Term 2 Weeks 1-2 followed by 6-week continuous teaching block in Weeks 3-8

During the eight-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** and by the beginning of Week 5 PSTs should be teaching approximately 4-5 classes. A suggested progression of responsibilities is as follows:

WEEKS 1 and 2
The 10 planning days in preparation for the placement block are:
- not structured as a teaching load
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach in Term 2, to gather information, resources, and to plan and complete TPA activities 1 & 2 (provide to University Liaison for assessment)

WEEKS 3 and 4
- assume responsibility for some class routines
- provide 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 well in advance 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**
- **Discuss and begin to undertake TPA activities 3-5**

WEEKS 5 to 8
- Provide a copy of the Interim Review to the University Liaison and discuss any additional learning goals
- continue responsibility for class/home group/care group routines
- 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 assessed and returned by the end of placement
- Undertake and complete TPA activities 3-5 and provide evidence to mentor for assessment.

DURING THE BLOCK
- be observed teaching, two lessons, by the University Liaison
- if possible be observed teaching by the site coordinator

After placement PSTs add brief comments to the relevant section of online report

PLACEMENT STRUCTURE:
EXTENDED 10 WEEK BLOCK/INTERNSHIP

WEEK 0 (TERM 1)
Pre-service teachers will attend induction, orientation and professional development as specified by the school at the beginning of the school year to experience preparing for a new class/es.
The minimum 10 planning days in preparation for the placement block are:
- not structured as a teaching load
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach in Term 2, to gather information, resources, and to plan and complete TPA activities 1 & 2 (provide to University Liaison for assessment)

During the 10-week block of teaching in Term 2 PSTs are expected to progressively assume the responsibilities of a teacher. How quickly they can do this may depend on the context. That said, all PSTS are expected to be ready to teach **at least two lessons each day, from the first day of Term 2.** A suggested progression of responsibilities is as follows:

WEEKS 1 and 2 (TERM 2)
- assume responsibility for some routines from Day 1
- send completed unit plans to mentors at least one week in advance of teaching for 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 well in advance before teaching a lesson for advice
- **discuss and begin TPA activities 3-5**

WEEKS 3 to 6
- undertake the **Interim Review** with the mentor around the end of week 4
- provide a copy of the Interim Review **forms** to University liaison, discuss 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
- **undertake TPA activities 3-5**

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 assessed and returned by the end of placement
- **complete TPA activities 3-5 and provide to mentor.**

DURING THE BLOCK
- be observed teaching, three lessons, by the University Liaison
- if possible be observed teaching by the Site Coordinator

Interns will negotiate a special project to be implemented across the remaining school year. After placement PST adds comments to the relevant section of online rep

Flinders University

PROFESSIONAL EXPERIENCE: PLANNING DAYS ATTENDANCE RECORD

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

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 them 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.

Contact: Dr Troy Piechnick on 8201 3335 or Troy.Piechnick@flinders.edu.au

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.

Differentiation for Diverse Learners

Facilitating strong progress in learning is a fundamental skill of an effective teacher. During School Term 1, PSTs will engage with the key principles, practices and philosophies of Differentiation to design learning to meet the needs of all students. The Differentiation topic asks PSTs to explore and examine inclusive practices across a range of contexts so that learning experiences enable individuals with disabilities, linguistic/cultural differences, giftedness or learning differences to participate fully and achieve.

PSTs are required to plan differentiated learning tasks for the students they will be teaching. Part of this practice is to critically review the role of curriculum design, instructional planning and

assessment. Mentors are encouraged to discuss this process and review lesson plans so the PST will be well prepared.

Please contact Carol Le Lant carol.lelant@flinders.edu.au if you have any suggestions or concerns.

Designing Personalised Curriculum for Learners with Complex (Bachelor of Education – Special Education Double Degree)

This topic examines research in the area of curriculum development for individuals with developmental disabilities. The topic presents literature with a focus on outcomes-based curriculum development from an ecological perspective and how this influences educational programming.

Students will demonstrate the process of designing a functional 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 general curriculum to promote inclusive practice.

Please contact Julie McMillan for further information juliemcmillan@flinders.edu.au

Targeted teaching for Students with Additional Needs. (Bachelor of Education – Special Education Double Degree)

This topic examines theories of learning, formal and informal assessments, curriculum design, and effective teaching strategies for students with special learning needs. Practical application in educational settings is required.

Please contact Carol Le Lant carol.lelant@flinders.edu.au if you have any suggestions or concerns.

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.

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 the following types of 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 explained 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.

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 explained in the box below. There is no required number of experiences and opportunities are to be negotiated between the PST and the site coordinator.

Complex 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 explained 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	Positive behaviour support
Participating in wellbeing programs	Multitiered systems of support/RTI	Creating resources e.g. Task analysis
Implementing direct instruction	Programming for SWD/transition	DSE (2005) collaboration
Ecological inventories	IEP/One Plan/ILP construction and implementation	Personalise learning and support programs
Conducting Functional Behavioural Assessments	Social network analysis: ECH/primary	Literacy and numeracy assessments and analysis
Supporting students with learning disabilities e.g. dyslexia, dysgraphia, dyscalculia	Under guidance, implementing recommendations in a speech and language programs	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
Developing and supporting appropriate educational adjustments	Implementing programs under the direction of a special education teacher	

Additional Learning Opportunities

Special education PSTs are required to negotiate additional learning opportunities. These will strengthen knowledge of key special and inclusive education concepts taught at University and develop knowledge of key responsibilities of a special educator. Although a site may not be able to provide every opportunity explained below, the more you can undertake will be helpful for your future career. Please annonate below.

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

TEACHING PERFORMANCE ASSESSMENT (TPA) OVERVIEW

Overview of the six assessment activities and evidence to be collected. The full TPA Handbook will be on the TPA and Topic FLO sites.

Activities 1 & 2 to be completed BEFORE the professional experience teaching block	
Evidence to be collected	
Activity 1. Plan your Professional Learning	**Activity 2.** Investigate the Context for Learning
Goal Setting Planner (GSP) (template provided) Use the template to identify the evidence you already have and what you will need to collect to meet the APST Graduate Teacher Standard for each focus area. **Professional Learning Plan (PLP) (template provided)** Create a succinct professional learning plan (3 goals) that clearly identifies the APST focus areas you will address and how you will achieve them.	**School Context Statement and Whole Class Data with Analysis (Part A)** Identify and demonstrate understanding of the class context, the diversity of students you will be teaching and how they learn. Include whole class assessment data and identify students' strengths and learning needs. **Preliminary Case Study Information (Part B)** Through negotiation with your Mentor Teacher/s collect and analyse demographic, academic and engagement data from two case study students to demonstrate personalised planning for teaching and learning. Select one student who requires specific educational adjustments and one who does not.

Activities 3, 4 & 5 will be completed DURING the professional experience teaching 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

1. Unit plan
2. Three sequential lessons that show evidence of:
  o Pre-assessment or observational data
  o Differentiated tasks
  o Class learning goals and intended outcomes
  o Educational adjustments
	• Analysis of your teaching from video
	• Constructive feedback from Mentor Teacher or University Liaison
	• Feedback that includes observation data about
	  o use of ICT, and other resources
	  o managing challenging behaviour
	  o use of varied communication strategies
		1. Analysis of whole class assessment data
		2. Reflections on the use of data and assessment to inform practice.
		3. Feedback from and provided to students
		4. Records of student learning and documentation of reporting
		5. In-depth analysis of assessment data for case study students

Activity 6 will be completed AFTER the professional experience teaching block
Evidence to be presented
Activity 6: Reflect on and communicate your learning and your impact on student learning
A PowerPoint presentation which brings together evidence from TPA Activities 1 to 5 addressing the criteria in rubric (see page 23). **This activity will be conducted and assessed at Flinders University as part of EDUC 4820/9401.**

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)*
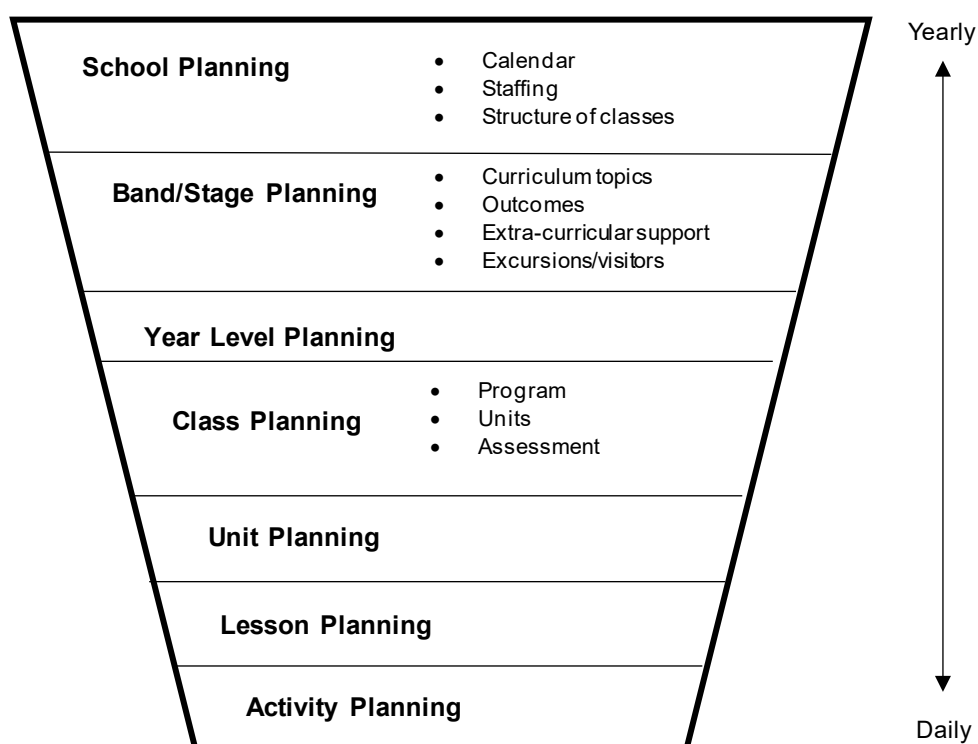
LESSON PLANNING

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	**Teaching Strategy** 1. 2. 3. General Comments: What will I try or repeat next time?	**Was this Effective?** Yes / No Yes / No Yes / No	
3. Effectiveness of *classroom management* strategies on student behaviour and emotional wellbeing	**Strategy** 1 2. 3. General Comments: What will I try or repeat next time?	**Was this Effective?** Yes / No Yes / No Yes / No	
4. Effectiveness of *task design* and content for student learning	**Curriculum content learnt** Yes / No By whom? All / Most / Some / None What worked well? / What will I try next time?		
5. Accommodations or adjustments for students with special needs and abilities	**How effectively did I meet the learning needs for students with special needs and abilities in this class?** Very / Somewhat / Not at all / I don't know What do I need to do to better meet the needs of all learners next time?		
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	Possible adjustments
- ATSI - Economic disadvantage - Learning difficulties- literacy /numeracy - Disengaged - Severe mental health/trauma. *Other?*	- NESB - Rural or remote - Disability - Learning disability - Neurobehavioral (e.g. ADD, ADHD) - Gender - Gifted &Talented - Socio-economic	1.	1.

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?

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 PSTs to assess, evaluate, document and monitor their growth towards the APST Graduate level and beyond.

BACKROUND
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 final year preservice teachers**

- **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 focu**s 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

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.

BACKROUND

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.

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	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.

	important to include in the curriculum.		

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.

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.