

### Professional Experience: EDU80021 Ready to Teach Professional Experience 3

#### Important information for Mentors and Pre-service Teachers

**Required days:** 20 days full time. Any missed days must be made up.

**Required setting:** Years 7-12 Secondary setting

#### OVERVIEW:

Practicum EDU80021 is the *final* practicum in the Master of Teaching (Secondary) course. The first and second professional experiences were in a Secondary setting. Pre-Service Teachers (PSTs) are required to complete **20 days** of supervised professional experience within the allocated teaching block. In preparation for their professional experience in schools, PSTs will engage with unit materials focusing especially on curriculum, planning and assessment. Whilst on professional experience, PSTs are expected to involve themselves in the life of the school and reflect on their practice and performance in consultation with their Mentor. PSTs will be introduced to teaching through individual and small group work, progressing to planning and teaching whole class lessons. To satisfactorily complete this practicum, the Pre-service Teacher is required to meet ALL of the Australian Professional Standards for Teachers at Graduate stage (APST).

The role of the Mentor in the professional setting is crucial to both the University and the Pre-Service Teacher in facilitating and supporting professional experience. We acknowledge and appreciate the significant time devoted to this task by mentors. We hope that the information contained in this document, clarifies and assists in defining this role, so that this experience is rewarding for all parties.

To assist you in assessing the Pre-service Teacher we have included the following:

Appendix A: An example of the Professional Experience Report Template (Graduating) which includes assessment information and clear expectations of the supervising teacher and pre-service teacher.

Appendix B: Examples from Project Evidence (2012) have been used or adapted to provide a guide of the expectations for each focus area.

The role of the Supervising Teacher in the professional setting is crucial to both the University and the PSTs in facilitating and supporting professional experience. We acknowledge and appreciate the significant time devoted to this task by supervising teachers. We hope that the information contained in this document, clarifies and assists in defining this role, so that this experience is rewarding for all parties.

#### IT IS THE RESPONSIBILITY OF THE MENTOR AND PST TO FULFILL THE PLACEMENT EXPECTATIONS OUTLINED BELOW:

##### Preparation / prior to placement:

- Communicate prior to the commencement of placement
- Discuss arrival time and dates

##### Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the AITSL standards assessed in the Professional Experience Report.
- PSTs develop and maintain a neat and organised professional experience folder
- PSTs prepare and maintain an accurate attendance diary (PSTs are to complete a minimum of 7.5 hours per day excluding breaks).

##### Arrange a plan for week 1 including:

- Complete a school induction
- PSTs to familiarise themselves with the school's policies and procedures.
- Mentor and PST to review all unit assessment tasks and Professional Experience Report prior to commencing professional experience

##### At all times:

- Understand and uphold the expectations for professional conduct (e.g. being punctual, dressing appropriately etc.)

- Establish and maintain professional relationships with students, staff and families.
- Actively participate in all aspects of the school life when appropriate (e.g. extra-curricular activities, staff meetings, level meetings, yard duty etc.).
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support teaching and learning of individual students and small groups

**Teaching practice:**

**PST expected to:**

- Accurately document and organise all observations, planning and reflections.
- Use the Swinburne University lesson planning template (unless the school has a specific template for you to use) provided for all lesson planning and negotiate a time for your mentor to review and provide feedback.
- Establish clear learning goals throughout the professional experience.
- Observe modelling and explanation of techniques and strategies for teaching.
- Increase responsibility for teaching as the professional experience progresses
- Initiate and engage in professional discussions with the Mentor about the interconnected relationship between curriculum, planning and assessment.
- Collaborate with mentor teacher on planning and assessment.
- Discuss classroom management and teaching strategies with their mentor, and trial and embed these throughout your placement.
- Reflect on their practice and ask the mentor for feedback about all aspects of their teaching practice and be open and willing to receive feedback constructively.
- Provide feedback to students
- Where possible, seek out opportunities for professional development
- Use a variety of strategies to cater for individual student needs
- Obtain a copy of the Interim Report, Final Report and Attendance diary for your records

**Mentor is expected to:**

- Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice
- Provide prompts to encourage reflective practice
- Negotiate planning time (e.g. specialist timetable or after school hours).
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Observe and assist with marking
- Assess, evaluate and record student learning

**Supportive resources:**

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Preservice Teacher's eLearning advisor directly.

## TEACHING EXPECTATIONS

Throughout this practicum, PSTs are expected to undertake the specific teaching tasks which are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Mentor Teacher and in negotiation with the Pre-Service Teacher. As the PST progresses through the placement, they are expected to develop and build on the expectations in outlined in prior days.

	Mentor Expectations	PST Expectations
<b>Days 1-5:</b>	<ul style="list-style-type: none"> <li>▪ Introduce Pre-service Teacher (PST) to students, families and staff</li> <li>▪ Discuss strategies to assist the PST in establishing relationships with students and families</li> <li>▪ Discuss practicum expectations and requirements relating to confidentiality and the use of photographs</li> <li>▪ Establish practicum goals with PST</li> <li>▪ Unpack routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning</li> <li>▪ Share current and prior planning documents, including assessment and reporting procedures</li> <li>▪ Discuss strategies for teaching students from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (can be hypothetical if they are not represented in the class)</li> <li>▪ Provide opportunities for the PST to scaffold learning with individual students, support small group work and support the planning/teaching of <b>0.4 of a full-time load. This is to be negotiated with mentor based on the definition of full time load at your school.</b></li> <li>▪ Support and guide the planning and development of lessons; help to interpret observations, share knowledge, question PST's intentions and discuss ideas</li> <li>▪ Provide prompts to encourage reflective practice</li> <li>▪ Discuss progress and establish goals for the following 5 days</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarise yourself with the setting and relevant policies and procedures</li> <li>▪ Discuss and unpack the practicum expectations with your Mentor</li> <li>▪ Establish practicum goals and benchmarks with your Mentor</li> <li>▪ Establish professional relationships with your Mentor, students, staff and families</li> <li>▪ Observe classes, routines and children's needs/interests and accurately document all observations</li> <li>▪ Observe and identify classroom behaviours and management strategies, as modelled by the Mentor</li> <li>▪ Scaffold learning with individual children, support small group work and plan/teach whole class lessons. Teaching responsibilities should equate to approximately <b>0.4</b> of a full-time load. <b>This is to be negotiated with mentor based on the definition of full time load at your school.</b></li> <li>▪ Record reflections that demonstrate your ability to develop professional relationships with students, families and staff</li> <li>▪ Set goals for improvement</li> </ul>
<b>Days 5-10:</b>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for the PST to take increased teaching responsibility (minimum of <b>0.6</b> of a full time load. <b>This is to be negotiated with mentor based on the definition of full time load at your school.</b> This includes planning and teaching lessons and the day-to-day running of the class</li> <li>▪ Discuss and encourage active participation in assessment and moderation processes</li> <li>▪ Provide prompts to encourage reflective practice</li> <li>▪ Set goals for the remaining two weeks</li> <li>▪ <b>Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Take responsibility for a minimum of <b>0.6</b> of a full- time load. <b>This is to be negotiated with mentor based on the definition of full time load at your school.</b> This includes planning and teaching lessons and the day-to-day running of the class</li> <li>▪ Teach and model literacy and numeracy skills</li> <li>▪ Provide feedback to students</li> <li>▪ Continue to reflect on your practice and ask your Mentor for feedback</li> </ul>

	<ul style="list-style-type: none"> <li>▪ If PST is making <b>UNSATISFACTORY</b> progress please contact the PST's eLearning adviser immediately</li> </ul>	about all aspects of your teaching practice including your lesson/unit planning and communication with students, staff and families
Days 10-20:	<ul style="list-style-type: none"> <li>▪ Encourage and support the PST as they assume full teaching responsibilities for the final ten days</li> <li>▪ Provide constructive feedback on all aspects of teaching and set goals for future development</li> <li>▪ Negotiate and schedule any missed days</li> <li>▪ In collaboration with the PST complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the interim report for your personal records.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assume full teaching responsibilities for the final ten days</li> <li>▪ Where possible, seek out opportunities for professional development</li> <li>▪ Seek constructive feedback on all aspects of teaching and set goals for future development</li> <li>▪ Reflect on and evaluate your professional experience</li> <li>▪ Negotiate and schedule any missed days</li> <li>▪ Schedule a meeting with the mentor to complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the interim report for your personal records.</li> </ul>

#### UNIT ASSESSMENT REQUIREMENTS:

Throughout the professional experience placement, the Pre-Service Teacher will be expected to work towards the following assessment tasks:

- Lesson plans, including comments by the Mentor and Pre-Service Teacher.
- Reflective practice assignment, recording and evaluating the practicum experience.

As part of this placement PST's will undertake the Graduate Teacher Performance Assessment (GTPA). The GTPA is an authentic culminating assessment of preservice teachers' competence in classroom practice assessed against the Graduate Teacher Standards (Australian Professional Standards for Teachers, AITSL, 2011). The attached documentation provides further information about this assessment task.

*Note: As a Mentor your feedback on teaching performance, written plans and reflective practice is important however you are not required, nor expected, to 'mark' written work*

#### REPORTING RESPONSIBILITIES OF THE MENTOR:

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the school, support is available to mentors through the Swinburne Online Website and the Pre-service teacher's [eLearning Adviser](#). We place great faith in the professional judgement of mentors and request an honest appraisal of the PSTs progress and final assessment. If a mentor feels that an unsatisfactory result is warranted, their decision will be supported by the University.

- **Day 10:** Discuss the Pre-Service Teacher's progress mid-way through the practicum. In collaboration with the PST the mentor must complete and submit the Interim Report form. If a Pre-Service Teacher is making **unsatisfactory** progress, the Mentor must also complete the Professional Experience Support Plan.
- **Day 20 (Final Day):** In collaboration with the PST, the mentor must complete and submit the Final Report form. The Mentor is required to provide an honest assessment of the PST's performance, and sign off on the number of completed days.

***Note:** Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the Mentor teacher, the reports MUST be emailed by the Mentor Teacher to the Pre-service Teachers eLearning adviser. Reports submitted by the PST will not be accepted.*

## Professional Experience Reports

### EDU80021 Ready to Teach Professional Experience 3

#### Assessing Professional Practice

We place great faith in the Mentors professional judgement and request an honest assessment of the Pre-Service Teacher's (PSTs) progress and final assessment. Considering the level expected for the particular professional experience, Mentor teachers and the nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-Service Teacher.

Practicum EDU80021 is the final practicum in the Master of Teaching (Secondary) course. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant the Australian Professional Standards for Teachers (APST) at Graduate stage. To assist you in assessing the Pre-service Teacher, examples from Project Evidence (2012) have been used or adapted and included in the shaded area on each page.

#### The reporting responsibility of the Mentor:

1. **Interim Report Form:** To complete and email Interim Progress Report form in collaboration with the PST by mid-way through the professional experience (**Day 10**) to the PSTs eLearning adviser.
2. **Cause for Concern Form:** If the Pre-service Teacher receives a cause for concern result on the Interim Progress Report form, the Mentor is to complete the Professional Experience Support Plan and email both forms to the PSTs eLearning adviser.
3. **Final Report Form:** To complete and email the Final Report form in collaboration with the PST, on or the day after the final placement (Day 20) to the PSTs eLearning adviser.

#### The reporting responsibility of the Pre-Service Teacher is:

1. To make sure all required reports and assessments are completed in a timely manner and submitted by the required dates.
2. To participate in the interim & end of assessment reporting process.

**Completing the Interim Report Form:**

The purpose of the Interim Report Form is to assess the PSTs progress against each of the 5 sections listed on the Final Report.

At the Interim Report stage, Pre-Service Teachers will be assessed as follows:

- SP - Satisfactory Progress: The student is making satisfactory progress towards this Domain at the level indicated.
- WT - Working Towards: The student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).
- CC - Cause for Concern: The student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.

An example of the information required in the Support Plan is included at the conclusion of this document.

<b>Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement</b>	<i>SP</i>	<i>WT</i>	<i>CC</i>
Section 1: Planning for learning and teaching			
Section 2: Teaching Effectively			
Section 3: Creating and Maintaining Supportive Learning Environments			
Section 4: Assessing and Providing Feedback for Learning			
Section 5: Demonstrating Professional and Ethical Conduct			

***\*IMPORTANT:* If one or more CC results are indicated against the Domains of Teaching above, submission of this Interim Report must be accompanied by a completed Professional Experience Support Plan.**

# Appendix A: EXAMPLE Professional Report Template

## COURSE STAGE: Graduating

This report template provides a mechanism for reporting on preservice teachers' (PST) development while completing the professional experience components of their initial teacher education program (ITE).

The reporting template references the Australian Professional Standards for Teachers (APST) including descriptors most relevant to development expectations at different stages of in an ITE program.

The APSTs descriptors have been organised into five key areas within this report to support supervising teacher's assessment and judgement of PSTs' progress in relation to:

1. Planning for learning and teaching
2. Teaching effectively
3. Creating and maintaining supportive learning environments
4. Assessing and providing feedback for learning
5. Demonstrating professional and ethical conduct

The report has been developed as a collaboration between Victorian Universities and the Victorian Department of Education to provide a consistent reporting framework for professional experience placements.

### **Expectations**

#### **Supervising Teachers are expected to:**

- Engage in collaborative and reflective conversations with the PST in regard to their teaching practice
- Conduct a professional conversation and provide written feedback to the PST mid-way through the placement (see Section 6)
- Assess the PST's progress using the APST descriptors for the stage and provide progressive feedback to the PST on their development during the placement
- Facilitate opportunities for the PST during the placement to encounter professional learning opportunities relevant to their development of the APSTs
- Make professional judgements about the PST's progress towards attainment of the APST descriptors at the completion of the placement
- Liaise with the university/provider in relation to professional experience processes and consult as required

#### **Preservice Teachers are expected to:**

- Complete the report in collaboration with the supervising teacher through ongoing professional conversations
- Take part in a professional conversation mid-way through the placement and write a written reflection (see Section 6)
- Work within your university processes and expectations for the placement
- Engage in self-reflective practice
- Participate in collaborative and reflective conversations with your supervising teacher (and/or other school/education setting colleagues) in regard to your teaching practice

### **Placement Details and Context (Completed by PST with supervising teaching teacher)**

#### **Assessment and Recommendation**

##### **Assessment Ratings Scale for APST Descriptors**

Supervising teachers should apply professional judgements using evidence of the PST's demonstrated knowledge, practice, and engagement in relation to the expected APST descriptors for the stage.

Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST.

Assessment Scale for Descriptors	
<b>Exceeds (E)</b>	APST descriptor has been met above expectation
<b>Met (M)</b>	APST descriptor has been met
<b>Not Met (NM)</b>	APST descriptor has not been met
<b>Not Encountered (NE)</b>	No opportunity to meet the APST descriptor

**Not Met (NM)** The student has not demonstrated the professional standard at a relevant level. If a Pre-service Teacher is awarded a NM for any of the standards they must receive an “UNSATISFACTORY” or “Require further discussion regarding decision” overall result.

### Section 1: Planning for learning and teaching

<i>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning</i>	1.1
<i>Demonstrate knowledge and understanding of research into how <b>learners</b> learn and the implications for teaching</i>	1.2
<i>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of <b>learners</b> from diverse linguistic, cultural, religious and socioeconomic backgrounds</i>	1.3
<i>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of <b>learners</b> across the full range of abilities</i>	1.5
<i>Organise content into an effective learning and teaching sequence</i>	2.2
<i>Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and <b>lesson plans</b>.</i>	2.3
<i>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</i>	2.5
<i>Set learning goals that provide achievable challenges for learners of varying abilities and characteristics.</i>	3.1
<i>Plan lesson sequences using knowledge of learners’ learning, content and effective teaching strategies.</i>	3.2

### Section 2: Teaching Effectively

<i>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of <b>learners</b> from Aboriginal and Torres Strait Islander backgrounds</i>	1.4
<i>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</i>	2.1
<i>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</i>	2.4
<i>Implement teaching strategies for using ICT to expand curriculum learning opportunities for <b>learners</b>.</i>	2.6



<i>Include a range of teaching strategies.</i>	3.3
<i>Demonstrate knowledge of a range of resources, including ICT, that engage <b>learners</b> in their learning.</i>	3.4
<i>Demonstrate a range of verbal and non-verbal communication strategies to support <b>learner</b> engagement.</i>	3.5
<i>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning</i>	3.6
<i>Describe a broad range of strategies for involving parents/carers in the educative process.</i>	3.7

### Section 3: Creating and Maintaining Supportive Learning Environments

<i>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of <b>learners</b> with disability</i>	1.6
<i>Identify strategies to support inclusive student participation and engagement in <b>classroom activities</b></i>	4.1
<i>Demonstrate the capacity to organise <b>classroom activities</b> and provide clear directions</i>	4.2
<i>Demonstrate knowledge of practical approaches to manage challenging behaviour.</i>	4.3
<i>Describe strategies that support students' wellbeing and safety working within <b>learning contexts</b> and/or system, curriculum and legislative requirements</i>	4.4
<i>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</i>	4.5

### Section 4: Assessing and Providing Feedback for Learning

<i>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess <b>learners'</b> learning.</i>	5.1
<i>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to <b>learners</b> about their learning.</i>	5.2
<i>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of <b>learners'</b> learning.</i>	5.3
<i>Demonstrate the capacity to interpret <b>learner</b> assessment data to evaluate learners' <b>learning</b> and modify teaching practice.</i>	5.4
<i>Demonstrate understanding of a range of strategies for reporting to <b>learners</b> and parents/carers and the purpose of keeping accurate and reliable records of <b>learner</b> achievement.</i>	5.5

### Section 5: Demonstrating Professional and Ethical Conduct

<i>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</i>	6.1
<i>Understand the relevant and appropriate sources of professional learning for teachers.</i>	6.2
<i>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</i>	6.3
<i>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved <b>learners'</b> learning.</i>	6.4
<i>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</i>	7.1
<i>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to <b>school/learning setting</b> stage</i>	7.2
<i>Understand strategies for working effectively, sensitively and confidentially with parents/carers</i>	7.3
<i>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</i>	7.4

#### Section 6: Interim Feedback and Professional Conversation

- A midpoint/interim conversation between the supervising teacher and PST has taken place
- Midpoint/interim reflection template has been completed by the supervising teacher and PST

<b>Preservice Teacher</b> <i>summary of mid-point feedback (Text box will expand)</i>
<b>Supervising Teacher</b> <i>summary of mid-point feedback (Text box will expand)</i>

#### Section 7: Recommendation for Placement Result

Satisfactory
Not Satisfactory
Require further discussion regarding decision (Please contact the PST's eLearning adviser).

**Not Met (NM)** The student has not demonstrated the professional standard at a relevant level. **If a Pre-service Teacher is awarded a NM for any of the standards they must receive an "UNSATISFACTORY" or "Require further discussion regarding decision" overall result.**

#### Section 7: Final Assessment Result

<b>Supervising Teacher: Provide feedback and relevant details for final assessment result (Text box will expand)</b>
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#### Section 8: Final Assessment Result

<b>Reflection on placement by the preservice teacher (Text box will expand)</b>
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#### Section 8: Signatures

## Appendix B: EXAMPLES OF PROJECT EVIDENCE.

Examples from Project Evidence (2012) have been used or adapted to provide a guide of the expectations for each focus area.

The statements below in grey preceded by the ▪ are examples of evidence that may be used to demonstrate competence in this standard. PSTs are not expected to demonstrate all examples.

<b>Standard 1- Know the students and how they learn</b> <b>[Professional Knowledge Domain]: Focus Areas</b>
<b>1.1 Physical, social and intellectual development and characteristics of students</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning <ul style="list-style-type: none"> <li>▪ Demonstrates understanding through written observations</li> <li>▪ Identifies that all students learn in different ways. This is shown through the planning of a range and variety of activities</li> <li>▪ Recognises students' individual needs.</li> <li>▪ Anticipates where adjustments are necessary for individual students' needs and plans and implements these adjustments e.g. extension activities, extra support</li> <li>▪ Makes effective links between their previous and current lessons and students' understandings</li> </ul>
<b>1.2 Understand how students learn</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching <ul style="list-style-type: none"> <li>▪ Identifies that all students learn in different ways. This is shown through their planning and reflection</li> <li>▪ Identifies individual students' needs in a targeted learning area. Evidence would be in written targeted observations</li> <li>▪ Sets clear expectations for what the students will learn during the lesson</li> <li>▪ Demonstrates a good understanding of different learning styles in planning</li> <li>▪ Scaffolding and signposting is evident in teaching and learning.</li> <li>▪ Responds to learner needs and attempts to involve all students. Adjusts teaching.</li> <li>▪ Identifies the teaching strategies used to cater for ESL students and students with special needs in written observations and transfers these into lessons</li> </ul>
<b>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. <ul style="list-style-type: none"> <li>▪ Identifies the teaching strategies used to cater for diverse students in written observations and transfers these to lesson planning</li> <li>▪ Uses varied topics, text examples and situations to give a 'voice' to all students</li> <li>▪ Records and reflects on the inclusiveness of own teaching practice</li> </ul>
<b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b> 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 <ul style="list-style-type: none"> <li>▪ Proactively asks about cultural backgrounds and the impact on students' learning and uses this information in planning and teaching</li> <li>▪ Identifies the teaching strategies used to cater for ESL students in written observations and transfers these to lesson planning</li> <li>▪ Shows understanding of and responds to the different circumstances of some students</li> <li>▪ Actively liaises with Mentors and support staff in the school and community</li> <li>▪ Records and reflects on own teaching practice</li> <li>▪ Researches available programs</li> </ul>
<b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities <ul style="list-style-type: none"> <li>▪ Recognises students' specific learning needs and how they are catered for within the learning environment</li> <li>▪ Extension activities and higher order thinking tasks are evident in lesson planning</li> <li>▪ Scaffolding and other support strategies are evident</li> <li>▪ Questions are designed to establish what students have learnt from the lesson</li> <li>▪ Demonstrates an ability to differentiate between the learning understood and missed</li> <li>▪ Reflects and subsequently varies teaching strategies for individuals</li> </ul>
<b>1.6 Strategies to support full participation of students with disability</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. <ul style="list-style-type: none"> <li>▪ Proactively asks about students with a disability and the impact on students' learning</li> <li>▪ Demonstrates consistency with the modelled support programs being used</li> <li>▪ Actively liaises with Mentors and support staff in the school and community to develop learning activities</li> </ul>

<b>Standard 2- Know the content and how to teach it</b> <b>[Professional Knowledge Domain]: Focus Areas</b>
<b>1.1 Content and teaching strategies of the teaching area</b>

<p>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <ul style="list-style-type: none"> <li>▪ Uses and unpacks content specific language, metalanguage</li> <li>▪ Demonstrates accuracy with content/concepts</li> <li>▪ Responds to content specific questions from students</li> <li>▪ Uses a range of observable pedagogies to promote understanding of concepts/content e.g. recognition of prior learning, structuring of key points, uses examples/real world applications to apply to content/concepts, demonstrates knowledge of the concept of procedure</li> <li>▪ Has a good knowledge of teaching strategies and uses a variety of them to engage students and deliver the content effectively</li> <li>▪ Reflects on the link between teaching strategies and student understanding of concepts and makes adjustments throughout the teaching process</li> </ul>
<p><b>1.2 Content selection and organisation</b> Organise content into an effective learning and teaching sequence.</p> <ul style="list-style-type: none"> <li>▪ Develops well-structured lesson plans within the wider curriculum/curriculum framework context</li> <li>▪ Uses strategies to structure and sequence the learning e.g. starting with intention, linking to prior learning, using steps, using examples, questioning and giving feedback</li> <li>▪ Relates the learning to students' lives</li> <li>▪ Uses strategies to engage students in the content and reflects upon the effectiveness of these</li> </ul>
<p><b>1.3 Curriculum, assessment and reporting</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</p> <ul style="list-style-type: none"> <li>▪ Provides input into the design of assessment tasks and criteria/rubrics for assessment (where appropriate)</li> <li>▪ Contributes to marking and moderating assessment tasks (where appropriate)</li> <li>▪ Provides feedback to students</li> <li>▪ Willingly attends parent teacher meetings (where applicable)</li> <li>▪ Willingly reflects on teaching practice and responds to feedback to influence future teaching</li> <li>▪ Collects evidence from students of their understanding of concepts in informal and/or formal ways and feedback is provided</li> <li>▪ Demonstrates effective record keeping</li> <li>▪ Designs formative assessment items in lesson planning (where appropriate)</li> <li>▪ Changes their approach to instruction, level of content, or pedagogy in response to collected data over the course of a practicum to meet the needs of students</li> <li>▪ Reflects on the appropriateness/level of challenge of materials and approaches</li> <li>▪ Designs tasks in order to lead to assessment (linking to assessment tasks) (where appropriate)</li> </ul>
<p><b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p> <ul style="list-style-type: none"> <li>▪ Demonstrates awareness of the curriculum documents and policies within the school</li> <li>▪ Models respectful/empathetic language and discourse in dealing with indigenous issues</li> <li>▪ Consults with Mentor regarding pertinent issues</li> <li>▪ Selects appropriate resources and texts</li> <li>▪ Plans and incorporates discussion/material that promotes understanding/recognition of indigenous issues at every opportunity.</li> </ul>
<p><b>2.5 Literacy and numeracy Strategies</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <ul style="list-style-type: none"> <li>▪ Demonstrates awareness of the curriculum/curriculum framework documents and policies within the school/Early Learning setting</li> <li>▪ Teaches/models grammatical and English language conventions</li> <li>▪ Teaches/models appropriate numerical conventions</li> <li>▪ Explicitly teaches the language of a content discipline (where appropriate)</li> <li>▪ Plans and teaches activities that improve the language, literacy and numeracy of students</li> <li>▪ Uses teaching moments to extend the language, literacy and numeracy skills of class and individuals</li> </ul>
<p><b>2.6 Information and Communication Technology (ICT)</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</p> <ul style="list-style-type: none"> <li>▪ Demonstrates an awareness of school policy</li> <li>▪ Proactively sources resources within the school that would be appropriate for learning experiences</li> <li>▪ Shows a willingness to communicate digitally</li> <li>▪ Uses the interactive whiteboard to show the students' learning not just to deliver the content</li> <li>▪ Uses a variety of ICT which may include communicating digitally, using interactive whiteboards, cameras, computers</li> <li>▪ Identifies/recognises alternative ICT that could be used in classes</li> <li>▪ Uses relevant ICT within the teaching and learning program</li> <li>▪ Uses ICT to promote engagement and understanding - Uses ICT in resource development and planning</li> <li>▪ Explicitly teaches the use of ICT with students</li> <li>▪ Explicitly models and teaches the ethical use of ICT</li> </ul>

**Standard 3- Plan for and implement effective teaching and learning**  
**[Professional Practice Domain]: Focus areas**

**3.1 Establish challenging learning goals**

**Set learning goals that provide achievable challenges for students of varying abilities and characteristics**

- Demonstrates an awareness of the needs to differentiate learning goals and plans strategies to assist students in meeting these goals
- Identifies objectives/goals for students as established by the school/faculty/unit
- Articulates goals for strategies used in class
- Identifies different types of goals/objectives;
  - content based/driven
  - classroom management
  - skills
  - values
- Establishes clear, stated, achievable learning objectives that match the needs of students
- Ensures that goals are met and checks this
- Articulates goals unambiguously, in different contexts:
  - lesson plans
  - learning objectives
  - classroom management
  - communicated to students
  - discussions with Mentor
  - consistent with unit
- Recognises short and long term planning in lesson plan materials
- Sets learning objectives and develops lesson plan that enable acquisition of this learning objective
- Develops lesson plans that include strategies/activities for different learners
- Adjusts learning goals for individuals

**3.2 Plan, structure and sequence learning programs**

**Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.**

- Demonstrates the ability to develop, teach and assess (with guidance) a unit based on curriculum guidelines
- Demonstrates the ability to reflect on the achievement of learning goals and subsequently adjusts the teaching/learning activities where necessary

**3.3 Use teaching strategies**

**Include a range of teaching strategies.**

- Plans and implements lesson activities that encourage critical thinking, creativity and problem solving
- Uses a range of strategies including; Whole group, small groups, individual, ICT, peer scaffolding, multiple intelligences
- Demonstrates ability (where appropriate) in:
  - Explanation of concepts
  - Industry Based Learning
  - Inductive learning
  - Group work/collaborative
  - discussion management
  - Questioning skills
  - ICT + Web 2.0
  - Graphic organisers
  - Kinesthetic approaches
- Relates strategies appropriately to coherent pedagogies (where appropriate)
- Demonstrates diversity of approaches across a sequence of lessons (where appropriate)
- Demonstrates the ability to change/adapt strategies within a lesson in response to student performance/understanding/engagement (where appropriate)
- Uses effective questioning techniques that maximise participation and encourage higher level thinking

**3.4 Select and use resources**

**Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.**

- Locates and collects resources developed by the school/setting for specific learning programs/units
- Uses ready-made resources and creates own resources to enhance learning
- Seeks out and uses appropriate internet resources
- Uses a diverse range of resources specific to content/concepts
- Uses of a range of sources
- Uses appropriate conventions regarding academic honesty/referencing, acknowledging of sources
- Balances bias/recognition of bias in the use of resources
- Provides props, visual aids, cues to support understanding for a student with a wide range of levels of prior knowledge and understanding

**3.5 Use effective classroom communication**

**Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.**

- Shows an ability to relate to and work with students e.g. attempts to learn names, converses with individuals, listens, smiles
- Moves effectively within a learning space
- Body language is open, encouraging and 'safe'
- Uses appropriate:
  - volume
  - pitch
  - tone

- language
- forms of address
- grammatical conventions
- body language, eye contact, gestures (hands-up)
- Responds appropriately to student behaviours/contributions
- Asserts themselves in a classroom environment as relevant
- Provides informal feedback (inclusive, elaborative) to build student engagement
- Uses warm-up activity to engage student participation
- Provides feedback to each student
- Has an active and engaging presence not seated, narrow, restrictive delivery of teaching
- Uses gestures to communicate
- Provides clear instruction
- Seeks out unresponsive students

### **3.6 Evaluate and improve teaching programs**

Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

- Collaborates and engages in discussions with other teachers
- Reflects at the end of the lesson to inform future work
- Guides design and implementation of assessment items
- Is actively involved in moderation
- Analyses assessment data
- Collects feedback from students to inform future planning and teaching
- Checks for understanding
- Evaluates learning
- Surveys student perception of unit
- Contributes to level/school discussions regarding learning experiences and assessment

### **3.7 Engage parents/carers in the educative process**

Describe a broad range of strategies for involving parents/carers in the educative process.

- Prepares a written introduction to parents
- Shows an openness/willingness to have parent involvement in classrooms/special events
- Willingly becomes involved in PT interviews (if relevant)
- Keeps detailed and accurate records of student performance for future reporting (where appropriate)
- Uses diaries (homework, feedback) (where appropriate)
- Observes the Mentor's engagement with parents and participates in pre-interview preparation
- Uses school/pre-school policies/protocols for parent-teacher contact:
- Use of diaries (homework, feedback) (where appropriate)
- Observe and contribute to PT interviews (if appropriate)
- Collects school/service newsletters
- Observes and discusses strategies for beginning teachers, in regards to encouraging positive involvement with parents

## **Standard 4- Create and maintain supportive and safe learning environments**

### **[Professional Practice Domain]: Focus areas**

#### **4.1 Support student participation**

Identify strategies to support inclusive student participation and engagement in classroom activities.

- Supports participation with effective questioning i.e. accepts wide range of responses, uses praise/encouragement probes, redirects, asks why, acknowledges student effort & responses
- Provides a range of learning experiences and plans for a range of learning styles e.g. visual materials, questions rather than didactic, models tasks, uses hands-on activities, relates task to personal experiences
- Knows the students as individuals
  - Physical classroom environment, including seating plans, to increase participation
  - Aware of barriers to participation e.g. ASD, culture
  - Knowledge of personalities in the room (esp. when grouping)
  - Provides for students to take responsibility for own learning
  - Walks around the class providing individual support
- Teaches for success
  - focuses initially on engagement rather than content
  - communicates expectations of behaviour and learning
  - repeats key phrases to assist student understanding
  - uses social scaffolding (pairs to present) in high risk situations
- Uses an enthusiastic and happy tone of voice. Shows a genuine liking of students

#### **4.2 Manage classroom activities**

Demonstrate the capacity to organise classroom activities and provide clear directions

- Routines and procedures are explicitly taught, modelled and reinforced
- Redirects students not following procedures
- Lessons have a clear structure that students are aware of and are able to follow (where appropriate)
- Timeframes are mainly accurate and appropriate to the task & concentration spans
- Expectations are clearly stated for each activity

<ul style="list-style-type: none"> <li>▪ Provides clear directions</li> <li>▪ Resources are well organised</li> <li>▪ Students mainly stay on-task (where appropriate)</li> </ul>
<p><b>4.3 Manage challenging behaviour</b>          Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> <ul style="list-style-type: none"> <li>▪ Establishes expectations, models and reinforces these</li> <li>▪ Knows the students</li> <li>▪ Uses a seating plan to prevent/deal with misbehaviour</li> <li>▪ Understands the difference between proactive management and reactive management and gives priority to proactive strategies</li> <li>▪ Analyses the causes of misbehaviour. Reflects on lesson plan as a starting point. Reflects and develops a plan of action</li> <li>▪ Implements the school behaviour management policy and follows through with consequences</li> <li>▪ Is consistent</li> <li>▪ Uses visual reminders (signs/posters)</li> <li>▪ Demonstrates knowledge of behaviour management theories and uses a range of strategies</li> <li>▪ Researches and seeks help</li> </ul>
<p><b>4.4 Maintain student safety</b>          Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements</p> <ul style="list-style-type: none"> <li>▪ Knows what safety is</li> <li>▪ Knows the government protection strategies</li> <li>▪ Knows the school's/services protection policies</li> <li>▪ Passes on information</li> <li>▪ Knows the resources of the school/service i.e. G.O., school nurse</li> <li>▪ Knows OHS standards/procedures</li> <li>▪ Knows the anti-bullying policy- implements and supports the school's/services policy. Is aware of latest programs (where appropriate)</li> <li>▪ Knows the school/services emergency procedures</li> <li>▪ Models sun safety practices and enforces them with students</li> <li>▪ Identifies potentially unsafe situations and is proactive in solving – risk assessment</li> <li>▪ Collaborates and asks for help</li> </ul>
<p><b>4.5 Use ICT safely, responsibly and ethically</b>          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.</p> <ul style="list-style-type: none"> <li>▪ Knows the National and State ICT policies and expectations (where appropriate)</li> <li>▪ Knows the school's strategies and procedures for computer use and using the computer room (where appropriate)</li> <li>▪ Has a clear method of monitoring – plans for entering and leaving</li> <li>▪ Keeps children on task (where appropriate)</li> <li>▪ Is proactive</li> <li>▪ Knows the technology and how it works</li> <li>▪ Imparts the rules to the students</li> <li>▪ Previews electronic resources to check for suitability</li> <li>▪ Adheres to processes for use of images/videos of students</li> </ul>

<p><b>Standard 5 - Assess, provide feedback and report on student learning</b>          [Professional Practice]: Focus Areas</p>
<p><b>5.1 Assess student learning</b>          Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <ul style="list-style-type: none"> <li>▪ Understands how we choose assessment strategies to suit the context/students/community (where appropriate)</li> <li>▪ Understands the literacy requirements (where appropriate)</li> <li>▪ Writes an appropriate piece of assessment (where appropriate)</li> <li>▪ Practises using a marking criteria, recording data, and analysing data to inform remediation (where appropriate)</li> <li>▪ Shares observations of children's learning informally, both through conversations and in written work</li> <li>▪ With mentor has effectively evaluated curriculum and learning plans</li> </ul>
<p><b>5.2 Provide feedback to students on their learning</b>          Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <ul style="list-style-type: none"> <li>▪ Regularly gives feedback to students on their learning e.g. responses to answers, responses to class work, responses to homework, responses to individuals on progress during tasks and assignment work (where appropriate)</li> <li>▪ Gives formative and summative feedback and/or regularly provides feedback to children about their learning</li> <li>▪ Uses a range of strategies to give feedback: oral, written, conferencing, test results (where appropriate)</li> <li>▪ Demonstrates an understanding of the place for feedback within the teaching process</li> </ul>
<p><b>5.3 Make consistent and comparable judgements</b>          Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <ul style="list-style-type: none"> <li>▪ Plans, discusses and reviews assessment of children's learning with Mentor. Justifies judgements using criteria (where appropriate)</li> </ul>

<ul style="list-style-type: none"> <li>▪ Draws on professional knowledge of children’s development and learning to assess children’s learning in context</li> <li>▪ Knows the moderation process for the school/service and, if possible, participates in the process</li> </ul>
<p><b>5.4 Interpret student data</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <ul style="list-style-type: none"> <li>▪ Knows how to access this data</li> <li>▪ Knows how to keep this data</li> <li>▪ Uses/describes how students data translates to teaching practices</li> <li>▪ Interprets table/graphs (where appropriate)</li> <li>▪ Uses data to remediate (where appropriate)</li> <li>▪ Collaborates with Mentor and others to implement support</li> <li>▪ Uses knowledge of student understanding from a lesson to inform subsequent lessons (where appropriate)</li> <li>▪ Collaborates with Mentor to evaluate student learning and modify units (where appropriate)</li> </ul>
<p><b>5.5 Report on student achievement</b> 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.</p> <ul style="list-style-type: none"> <li>▪ Knows a range of strategies such as formal and informal</li> <li>▪ Knows how to interpret and use strategies</li> <li>▪ Keeps accurate records</li> <li>▪ Uses various methods of gathering evidence</li> <li>▪ Knows the legal recommendations</li> <li>▪ Knows how “one school” works</li> <li>▪ Keeps a record of contacts</li> <li>▪ Knows methods of contacts for parents</li> <li>▪ Knows how to locate/access student information</li> <li>▪ Knows who to talk to regarding the issue referral process</li> <li>▪ Knows the procedures for recording results</li> <li>▪ Reflects on issues</li> </ul>

<p><b>Standard 6 – Engage in professional learning</b> <b>[Professional Engagement]: Focus Areas</b></p>
<p><b>6.1 Identify and plan professional learning needs</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p> <ul style="list-style-type: none"> <li>▪ Understands the importance of regular professional development in all learning areas</li> <li>▪ Demonstrates how ICT can improve personal goals and professional practice</li> <li>▪ Critically reflects on own practice and identifies strengths and areas for improvement</li> <li>▪ Demonstrates a sound understanding of the Australian professional Standards and uses them as a basis for setting improvement goals</li> </ul>
<p><b>6.2 Engage in professional learning and improve practice</b> Understand the relevant and appropriate sources of professional learning for teachers.</p> <ul style="list-style-type: none"> <li>▪ Willingly attends professional learning sessions with the Mentor (where applicable)</li> <li>▪ Proactively seeks out various forms of external professional learning and applies the learnt strategies to practice</li> <li>▪ Keeps up to date with educational ICT resources and tools</li> </ul>
<p><b>6.3 Engage with colleagues and improve practice</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <ul style="list-style-type: none"> <li>▪ Openly discusses areas for improvement with the Mentor</li> <li>▪ Applies constructive feedback from the Mentor to improve teaching practices</li> <li>▪ Proactively seeks feedback for improvement</li> </ul>
<p><b>6.4 Apply professional learning and improve student learning</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p> <ul style="list-style-type: none"> <li>▪ Feedback from the Mentor is reflected in future planning and practice</li> <li>▪ Discusses with the Mentor, ways that they can implement professional learning to improve student learning</li> </ul>

<p><b>Standard 7 – Engage professionally with colleagues, parents/carers and the community</b> <b>[Professional Engagement]: Focus areas</b></p>
<p><b>7.1 Meet professional ethics and responsibilities</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <ul style="list-style-type: none"> <li>▪ Dresses, speaks and behaves in a professional manner</li> <li>▪ Interacts with children, families and staff respectfully</li> <li>▪ Familiar with school and jurisdictional documentation on ethics and conduct</li> </ul>
<p><b>7.2 Comply with legislative, administrative and organisational requirements</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p>



- Seeks advice from the Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers
- Engages in professional discussions with the Mentor about policies and processes according to the school stage
- Diligently complies with all policies and processes

### **7.3 Engage with the parents/carers**

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

- Records reflections about how the Mentor communicates and maintains relationships with families
- With the support of the Mentor, applies strategies to communicate and establish professional relationships with families. E.g. greets and farewells parents by name on arrival and introduces self as a Pre-service Teacher when appropriate
- Investigates and/or trials (with Mentor guidance) various ways that digital resources can be used for communicating effectively, ethically, sensitively and confidentially with teachers, and parents or carers where applicable

### **7.4 Engage with professional teaching networks and broader communities**

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

- Proactively seeks advice from Mentors and teachers on external professional development and professional associations
- Demonstrates an awareness of the vast opportunities/partnerships/resources available within the wider community and discusses ways that they could be incorporated into unit of works
- Investigates the range of opportunities for sharing and enhancing professional practice available through online communication with experts and community representatives, and contribution to professional and community sites, online discussions and forums