

EDU30003 Curriculum
planning and
assessment for infants:
Practicum 3
– Bachelor of
Education (Early
Childhood /
Early Childhood and
Primary)

Placement
Expectations and
requirements

Required days: 10 days full time
**Required setting: Early Childhood Setting -
Birth to Two Years**

Overview

This is the *second or third* Professional Experience Unit of the Bachelor of Education (Early Childhood / Early Childhood & Primary) that requires Pre-Service Teachers (PSTs) to complete 10 days of supervised professional experience within the allocated teaching block. In preparation for professional experience in early childhood settings, PSTs will engage with unit materials that will introduce you to curriculum planning and assessment for infants in early childhood education.

Whilst on professional experience, PSTs are expected to actively participate in the life of the early childhood setting and reflect on your practice and performance with the support of your Mentor and eLearning Advisor (eLA). PSTs will be introduced to all aspects of teaching, eventually taking responsibility for planning, implementing and evaluating an indoor and outdoor curriculum including routines for a minimum of three days. Given the length of the practicum and the age of the children, it would not be appropriate for PST to change everything in the existing curriculum. However, PSTs are required to make a significant contribution and introduce some original ideas in their curriculum plan. PSTs are encouraged to engage with contemporary styles of documentation including the use of photographs so should seek information from Mentors about any restrictions, policies and guidelines including how PSTs can gain permission from parents.

The role of the Mentor in the professional setting is crucial to both the University and the PST 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.

IT IS THE RESPONSIBILITY OF THE MENTOR TO GUIDE AND SUPPORT PSTs TO ACHIEVE THE PLACEMENT EXPECTATIONS OUTLINED BELOW:

Preparation / prior to placement:

- Communicate prior to the commencement of placement
- Prepare a (paper or online) reflective journal to use for daily classroom observations and reflective practice
- Negotiate 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
- PST's may choose to maintain an attendance diary (PSTs are to complete a minimum of 7.5 hours per day excluding breaks).
- Negotiate planning time (4 -12.5 hours per week, around a minimum of 25 hours per week contact time with children. We acknowledge this will vary depending on setting and programs).

Arrange a plan for week 1 including:

- Complete an induction of the early childhood setting
- PSTs to familiarise themselves with the early childhood settings policies and procedures.
- Mentor and PST to review the expectations and requirements of the placement and the Professional Experience report prior to commencing the 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 children, staff and families.
- 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
- Interact with families in a professional manner during drop off and pick up times
- Gain permission to record observations and if appropriate use photographs for assessments
- PSTs to use Swinburne Online Learning Plan template.

Teaching practice:

- Accurately document and organise all observations, planning and reflections.

- Use the Swinburne Online Learning Planning template provided for all learning plans 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.
- Record observations about how children engage in your planned experience
- Discuss positive guidance 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 opportunities for the PST to take increased responsibility for the curriculum
- Schedule regular meetings to discuss planning and progress. The mentor should provide ongoing, honest and constructive feedback.
- Collaborate with the mentor teacher to complete and submit the Final Report as outlined in the Reporting Responsibilities section below.
- Obtain a copy of the Final Report for your records.

Supportive resources:

Should you have any queries and/or concerns at any time throughout the practicum, please contact your Pre Service Teachers eLA.

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.

UNIT ASSESSMENT REQUIREMENTS:

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

Teaching portfolio demonstrating competency in all APST focus areas required for this unit, which include:

- Practice evidence

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

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

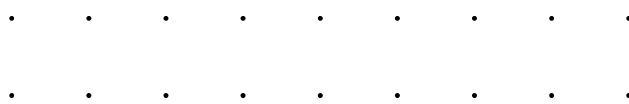
REPORTING RESPONSIBILITIES OF THE MENTOR (NO INTERIM REPORT IS REQUIRED):

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the setting, support is available to mentors through the PST's eLA . 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 5:** Discuss the Pre-Service Teacher's progress midway through the professional experience. If a Preservice Teacher is making unsatisfactory progress, the Mentor is required to contact the PST's eLA immediately and if requested by the eLA, complete the Professional Experience Support Plan in collaboration with the Nominated Supervisor. This is to be submitted to the PST's eLA via email and a copy is to be given to the PST.
- **Day 10 (Final Day):** Please complete and email the **Final Report form to the eLA**, immediately on or the day after the final placement day. Provide a copy to the PST. For a detailed explanation of the assessment and reporting process, please refer to the Professional Experience Handbook. The Mentor is required to sign off on the number of completed days. Any missed days need to be made up in consultation with the Mentor teacher and the missed days policy outlined in the Professional Experience Handbook.

Note: Whilst the Final Report need to be completed collaboratively by both the PST and the mentor, the report MUST be emailed by the mentor. Reports submitted by the PST will not be accepted.

Week-by-week teaching expectations



Pre-service teacher expectations

- Discuss your goals and assessment/requirements with mentor teacher
- Familiarise self with the setting and relevant policies, documents and procedures
- Establish relationships with children, staff and families
- Support learning of individual children
- Support small group play
- Under supervision, participate in routines including nappy changing, meal and rest times
- Document observations of children's learning in different play areas/places and different times including routines. You are expected to have completed **at least 5 written observations** of the children both group and individuals to inform your planning
- Identify and record children's interests and strengths. *(Please note: You are expected to work with a small group of children)*
- Record reflections on your professional conduct, communication and relationships with children, families and teachers
- Towards the end of this week, you should have developed, implemented and evaluated **at least 1 learning plan** (using Swinburne Online Learning Plan template). Ask your mentor to evaluate, and provide feedback and suggestions to inform your next plan.
- Schedule a meeting with Mentor Teacher to discuss progress by the end of the week.

Supervising Teacher (mentor) expectations

- Introduce Pre-service Teacher (PST) to children, families and staff, centre philosophies, relevant policies, regulations and general practices
- Discuss individual children's development, interest, routines, needs and relevant background information
- Support participation in nappy, sleep and meal routines
- Share prior and current planning documents with the Pre-service Teacher
- PST is expected to have completed **at least 5 written observations** of the children both group and individuals to inform the first plan.
- Provide opportunities for the PST to take increased responsibility for the curriculum
- By the end of this week, PST should have developed, implemented and evaluated **at least 1 learning plan using the Swinburne Online Planning Template**
- Provide feedback on the learning experience plan. The feedback will support PST to develop the next plan.
- Support the planning of the curriculum; help to interpret observations, share knowledge, question PST's intentions and discuss ideas
- Provide prompts to encourage reflective practice
- Schedule a meeting with the Pre-service Teacher to discuss progress by the end of the week
- **If PST is making UNSATISFACTORY progress, please contact your PST's eLA immediately.**
- Provide constructive feedback on all aspects of teaching and set goals for the following week

Day 1 - 5

Pre-service teacher expectations

Mentor expectations

Day 6 - 10

- Implement your learning experience plans including implementation of **at least** two sequenced learning plans using the Swinburne Online template.
- Use planned teaching strategies to support learning in your learning experience
- Evaluate the learning experience plan and assess the children's learning
- Interact with families in a professional manner during drop off and pick up times
- Continue to record observations about how children engage in your planned experience
- **Take full responsibility for the curriculum for a minimum of three days**
- Document children's participation and learning in the planned curriculum in a format that can be shared with children's families and other teachers e.g. narratives, photographs, learning stories
- Discuss with your mentor teacher about developmental expectations, children's wellbeing, and behaviour guidance
- **Negotiate and schedule any missed days**
- **Complete the Final Report on the last day (Day 10).**

Save a copy of the final report for your personal records.

- Provide feedback on the implementation of the learning experience plan
- Discuss the relationships between developmental expectations, children's wellbeing, and behaviour guidance
- Share any relevant data such as growth charts, guidelines or important background information that may inform the planning and assessment of children's learning
- Collaborate with the PST to finalise learning plans.
- Provide opportunities for the PST to **take full responsibility for the curriculum for a minimum of three days**. PST will develop and implement at least two sequenced plans using Swinburne Online learning plan template.
- Provide feedback on plans, documentation and effectiveness of teaching
- Provide support in the evaluation of plans and the assessment of learning
- **Negotiate and schedule any missed days**
- Provide constructive feedback on all aspects of teaching and set goals for future development
- **Complete the Final Report on the last day and email to eLA. (Day 10).**
- **Save a copy of the final report for your personal records.**

Further information:

eLearning Advisor (eLA)

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's eLearning Advisor directly. The Pre-service Teacher can provide contact details if required.

Student Advisors

For urgent concerns our Student Advisors are also available by phone (1300 937 765) 7 days a week between 8am - 9pm Monday to Friday and 10am - 6pm on weekends (AEST/AEDT) or via email (help@swinburneonline.com).

• • • • • • • • • • • • • •
• • • • • • • • • • • • • •
• • • • • • • • • • • • • •

Professional Experience Reports

All Professional Experience Interim and Final Reports must be completed in collaboration with the PST and submitted via email to the PST's eLA. 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. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant Australian Professional Standards for Teachers at Graduate stage (AITSL, 2014).

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. The Australian Professional Standards for Teachers are grouped into 5 sections: 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. The Day 10 Interim Report and the Final Report will assess the PST's progress against the 5 APST Standard Sections.

In the Interim Report PSTs can be assessed as:

- SP – Satisfactory Progress (The student is making satisfactory progress at the level indicated)
- WT – Working Towards (The student is working towards satisfactory progress at the level indicated or has not yet had a suitable opportunity to demonstrate competence in this APST Section. In either case, the PST may require additional support for this APST Section in the second half of the placement)
- CC – Cause for Concern (The student is not making satisfactory progress at the level indicated. The PST will require additional support in this APST Section in the second half of the placement and a Support Plan must be submitted with the Interim Report)

In the Final Report PSTs can be assessed as:

- E - Exceeds (APST descriptor has been met above expectation)
- M – Met (APST descriptor has been met)
- NM – Not Met (APST descriptor has not been met) *Please note: If a Pre-service Teacher is awarded a NM for any of the standards, they must receive an "UNSATISFACTORY"
- NE – Not Encountered (No opportunity to meet the APST descriptor). *Please note: Before providing a NE, please consider a supportive reflective discussion about the APST focus area with the PST that will allow the PST to demonstrate their understanding of the APST. This discussion will validate a Met (M) result for the APST focus area.

| | | EDU10001 | EDU20006 | EDU20053 | EDU30003 | EDU30015 | EDU40005 | EDU40006 | EDU40012 |
|---|--|----------|----------|----------|----------|----------|----------|----------|----------|
| ASection 1 Planning for learning and teaching | 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|---|---|
| | 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities | | | | | | ✓ | ✓ | ✓ |
| | 2.2 Organise content into an effective learning and teaching sequence | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans. | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.2 Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Section 2 Teaching Effectively | 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners. | | | | | ✓ | ✓ | ✓ | ✓ |
| | 3.3 Include a range of teaching strategies. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement. | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning | | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. | | | | | | ✓ | ✓ | ✓ |
| | Section 3 Creating and Maintaining | 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability | | | | | ✓ | ✓ | ✓ |

| | | | | | | | | | |
|--|--|--|---|---|---|---|---|---|---|
| | 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. | | | ✓ | | | ✓ | ✓ | ✓ |

- • • • • • • • • • • •
- • • • • • • • • • • •
- • • • • • • • • • • •

Examples of evidence for Reports

The following are examples of evidence that may be used to demonstrate competence in each of the AITSL standards. PSTs are **NOT** expected to demonstrate all examples, these are just suggestions. Please refer to the previous pages to determine which standards your PST is expected to be demonstrating in their specific unit. This document covers ALL standards; when the online FINAL REPORT is completed, unit-specific examples are provided in the standard description.

| Standard | Examples of evidence |
|---|---|
| Section 1 Planning for learning and teaching | |
| 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning | <ul style="list-style-type: none"> ▪ Demonstrates understanding through written observations ▪ Identifies that all students learn in different ways. This is shown through the planning of a range and variety of activities ▪ Recognises students' individual needs. ▪ Anticipates where adjustments are necessary for individual students' needs and plans and implements these adjustments e.g. extension activities, extra support ▪ Makes effective links between their previous and current lessons and students' understandings |
| 1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching | <ul style="list-style-type: none"> ▪ Identifies that all students learn in different ways. This is shown through their planning and reflection ▪ Identifies individual students' needs in a targeted learning area. Evidence would be in written targeted observations ▪ Sets clear expectations for what the students will learn during the lesson ▪ Identifies that all students learn in different ways ▪ Scaffolding and signposting is evident in teaching and learning. ▪ Responds to learner needs and attempts to involve all students. Adjusts teaching. ▪ Identifies the teaching strategies used to cater for ESL students and students with special needs in written observations and transfers these into lessons |
| 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds | <ul style="list-style-type: none"> ▪ Identifies the teaching strategies used to cater for diverse students in written observations and transfers these to lesson planning ▪ Uses varied topics, text examples and situations to give a 'voice' to all students ▪ Records and reflects on the inclusiveness of own teaching practice |
| 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities | <ul style="list-style-type: none"> ▪ Recognises students' specific learning needs and how they are catered for within the learning environment ▪ Extension activities and higher order thinking tasks are evident in lesson planning ▪ Scaffolding and other support strategies are evident ▪ Questions are designed to establish what students have learnt from the lesson ▪ Demonstrates an ability to differentiate between the learning understood and missed ▪ Reflects and subsequently varies teaching strategies for individuals |
| 2.2 Organise content into an effective learning and teaching sequence | <ul style="list-style-type: none"> ▪ Develops well-structured lesson plans within the wider curriculum/curriculum framework context ▪ 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 ▪ Relates the learning to students' lives ▪ Uses strategies to engage students in the content and reflects upon the effectiveness of these |
| 2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, | <ul style="list-style-type: none"> ▪ Provides input into the design of assessment tasks and criteria/rubrics for assessment (where appropriate) |

| | |
|---|--|
| learning sequences and lesson plans. | <ul style="list-style-type: none"> ▪ Contributes to marking and moderating assessment tasks (where appropriate) ▪ Provides feedback to students ▪ Willingly attends parent teacher meetings (where applicable) ▪ Willingly reflects on teaching practice and responds to feedback to influence future teaching ▪ Collects evidence from students of their understanding of concepts in informal and/or formal ways and feedback is provided ▪ Demonstrates effective record keeping ▪ Designs formative assessment items in lesson planning (where appropriate) ▪ 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 ▪ Reflects on the appropriateness/level of challenge of materials and approaches ▪ Designs tasks in order to lead to assessment (linking to assessment tasks) (where appropriate) |
| 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | <ul style="list-style-type: none"> ▪ Demonstrates awareness of the curriculum/curriculum framework documents and policies within the school/Early Learning setting ▪ Teaches/models grammatical and English language conventions ▪ Teaches/models appropriate numerical conventions ▪ Explicitly teaches the language of a content discipline (where appropriate) ▪ Plans and teaches activities that improve the language, literacy and numeracy of students Uses teaching moments to extend the language, literacy and numeracy skills of class and individuals |
| 3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics. | <ul style="list-style-type: none"> ▪ 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; <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 lesson sequences using knowledge of learners' learning, content and effective teaching strategies. | <ul style="list-style-type: none"> ▪ Demonstrates the ability to develop, teach and assess (with guidance) a unit based on curriculum guidelines (where appropriate) ▪ Demonstrates the ability to reflect on the achievement of learning goals and subsequently adjusts the teaching/learning activities where necessary |
| Section 2 Teaching Effectively | |
| 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from | <ul style="list-style-type: none"> ▪ Proactively asks about cultural backgrounds and the impact on students' learning and uses this information in planning and teaching ▪ Identifies the teaching strategies used to cater for the diverse linguistic backgrounds of Aboriginal and Torres Strait Islander learners in written observations and transfers these to lesson planning (where appropriate) |

| | |
|---|--|
| <p>Aboriginal and Torres Strait Islander backgrounds</p> | <ul style="list-style-type: none"> ▪ Shows understanding of and responds to the different circumstances of some students ▪ Actively liaises with Mentors and support staff in the school and community ▪ Records and reflects on own teaching practice ▪ Researches available programs to support student learning |
| <p>2.1 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"> ▪ Uses and unpacks content specific language, metalanguage ▪ Demonstrates accuracy with content/concepts ▪ Responds to content specific questions from students ▪ 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 ▪ Has a good knowledge of teaching strategies and uses a variety of them to engage students and deliver the content effectively ▪ Reflects on the link between teaching strategies and student understanding of concepts and makes adjustments throughout the teaching process |
| <p>2.4 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"> ▪ Demonstrates awareness of the curriculum documents and policies within the school ▪ Models respectful/empathetic language and discourse in addressing Indigenous issues ▪ Consults with Mentor regarding pertinent issues ▪ Selects appropriate resources and texts ▪ Plans and incorporates discussion/material that promotes understanding/recognition of Indigenous issues at every opportunity ▪ Demonstrates understanding of the importance of promoting reconciliation between Indigenous and non-Indigenous Australians |
| <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners.</p> | <ul style="list-style-type: none"> ▪ Demonstrates an awareness of school policy ▪ Proactively sources resources within the school that would be appropriate for learning experiences ▪ Shows a willingness to communicate digitally ▪ Uses the interactive whiteboard to show the students' learning not just to deliver the content ▪ Uses a variety of ICT which may include communicating digitally, using interactive whiteboards, cameras, computers ▪ Identifies/recognises alternative ICT that could be used in classes ▪ Uses relevant ICT within the teaching and learning program ▪ Uses ICT to promote engagement and understanding - Uses ICT in resource development and planning ▪ Explicitly teaches the use of ICT with students ▪ Explicitly models and teaches the ethical use of ICT |
| <p>3.3 Include a range of teaching strategies.</p> | <ul style="list-style-type: none"> ▪ 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 ▪ Demonstrates ability (where appropriate) in: <ul style="list-style-type: none"> ○ 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) |

| | |
|--|---|
| | <ul style="list-style-type: none"> ▪ Uses effective questioning techniques that maximise participation and encourage higher level thinking |
| 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning. | <ul style="list-style-type: none"> ▪ 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 integrity/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 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement. | <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ○ 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 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning | <ul style="list-style-type: none"> ▪ 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 Describe a broad range of strategies for involving parents/carers in the educative process. | <ul style="list-style-type: none"> ▪ 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 regard to encouraging positive involvement with parents |

Section 3 Creating and Maintaining Supportive Learning Environments

| | |
|---|--|
| 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability | <ul style="list-style-type: none"> ▪ Proactively asks about students with a disability and the impact on students' learning ▪ Demonstrates consistency with the modelled support programs being used ▪ Actively liaises with Mentors and support staff in the school and community to develop learning activities |
| 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities | <ul style="list-style-type: none"> ▪ 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 e.g. visual materials, questions rather than didactic, models tasks, uses hands-on activities, relates task to personal experiences ▪ Knows the students as individuals <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 Demonstrate the capacity to organise classroom activities and provide clear directions | <ul style="list-style-type: none"> ▪ 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 ▪ Provides clear directions ▪ Resources are well organised ▪ Students mainly stay on-task (where appropriate) |
| 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour. | <ul style="list-style-type: none"> ▪ Establishes expectations, models and reinforces these ▪ Knows the students ▪ Uses a seating plan to prevent/deal with misbehaviour ▪ Understands the difference between proactive management and reactive management and gives priority to proactive strategies ▪ Analyses the causes of misbehaviour. Reflects on lesson plan as a starting point. Reflects and develops a plan of action ▪ Implements the school behaviour management policy and follows through with consequences ▪ Is consistent ▪ Uses visual reminders (signs/posters) ▪ Demonstrates knowledge of behaviour management theories and uses a range of strategies ▪ Researches and seeks help |
| 4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements | <ul style="list-style-type: none"> ▪ Knows what safety is ▪ Knows the government protection strategies ▪ Knows the school's/services protection policies ▪ Passes on information ▪ Knows the resources of the school/service i.e. G.O., school nurse ▪ Knows OHS standards/procedures ▪ Knows the anti-bullying policy- implements and supports the school's/services policy. Is aware of latest programs (where appropriate) ▪ Knows the school/services emergency procedures ▪ Models sun safety practices and enforces them with students ▪ Identifies potentially unsafe situations and is proactive in solving – risk assessment |

| | |
|--|---|
| | <ul style="list-style-type: none"> ▪ Collaborates and asks for help |
| 4.5 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 | <ul style="list-style-type: none"> ▪ Knows the National and State ICT policies and expectations (where appropriate) ▪ Knows the school's strategies and procedures for computer use and using the computer room (where appropriate) ▪ Has a clear method of monitoring – plans for entering and leaving ▪ Keeps children on task (where appropriate) ▪ Is proactive ▪ Knows the technology and how it works ▪ Imparts the rules to the students ▪ Previews electronic resources to check for suitability ▪ Adheres to processes for use of images/videos of students |
| Section 4 Assessing and Providing Feedback for Learning | |
| 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners' learning. | <ul style="list-style-type: none"> ▪ Understands how we choose assessment strategies to suit the context/students/community (where appropriate) ▪ Understands the literacy requirements (where appropriate) ▪ Writes an appropriate piece of assessment (where appropriate) ▪ Practises using a marking criterion, recording data, and analysing data to inform remediation (where appropriate) ▪ Shares observations of children's learning informally, both through conversations and in written work ▪ With mentor has effectively evaluated curriculum and learning plans |
| 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning. | <ul style="list-style-type: none"> ▪ 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) ▪ Gives formative and summative feedback and/or regularly provides feedback to children about their learning ▪ Uses a range of strategies to give feedback: oral, written, conferencing, test results (where appropriate) ▪ Demonstrates an understanding of the place for feedback within the teaching process |
| 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning. | <ul style="list-style-type: none"> ▪ Plans, discusses and reviews assessment of children's learning with Mentor. Justifies judgements using criteria (where appropriate) ▪ Draws on professional knowledge of children's development and learning to assess children's learning in context ▪ Knows the moderation process for the school/service and, if possible, participates in the process |
| 5.4 Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice. | <ul style="list-style-type: none"> ▪ Knows how to access this data ▪ Knows how to keep this data ▪ Uses/describes how students data translates to teaching practices ▪ Interprets table/graphs (where appropriate) ▪ Uses data to remediate (where appropriate) ▪ Collaborates with Mentor and others to implement support ▪ Uses knowledge of student understanding from a lesson to inform subsequent lessons (where appropriate) ▪ Collaborates with Mentor to evaluate student learning and modify units (where appropriate) |
| 5.5 Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement. | <ul style="list-style-type: none"> ▪ Knows a range of strategies such as formal and informal ▪ Knows how to interpret and use strategies ▪ Keeps accurate records ▪ Uses various methods of gathering evidence ▪ Knows the legal recommendations ▪ Knows how "one school" works ▪ Keeps a record of contacts ▪ Knows methods of contacts for parents ▪ Knows how to locate/access student information ▪ Knows who to talk to regarding the issue referral process ▪ Knows the procedures for recording results ▪ Reflects on issues |
| Section 5 Demonstrating Professional and Ethical Conduct | |
| 6.1 Demonstrate an understanding of the role of the | <ul style="list-style-type: none"> ▪ Understands the importance of regular professional development in all learning areas |

| | |
|---|---|
| <p>Australian Professional Standards for Teachers in identifying professional learning needs.</p> | <ul style="list-style-type: none"> ▪ Demonstrates how ICT can improve personal goals and professional practice ▪ Critically reflects on own practice and identifies strengths and areas for improvement ▪ Demonstrates a sound understanding of the Australian professional Standards and uses them as a basis for setting improvement goals |
| <p>6.2 Understand the relevant and appropriate sources of professional learning for teachers.</p> | <ul style="list-style-type: none"> ▪ Willingly attends professional learning sessions with the Mentor (where applicable) ▪ Proactively seeks out various forms of external professional learning and applies the learnt strategies to practice ▪ Keeps up to date with educational ICT resources and tools |
| <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> | <ul style="list-style-type: none"> ▪ Openly discusses areas for improvement with the Mentor ▪ Applies constructive feedback from the Mentor to improve teaching practices ▪ Proactively seeks feedback for improvement |
| <p>6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.</p> | <ul style="list-style-type: none"> ▪ Feedback from the Mentor is reflected in future planning and practice ▪ Discusses with the Mentor, ways that they can implement professional learning to improve student learning |
| <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> | <ul style="list-style-type: none"> ▪ Dresses, speaks and behaves in a professional manner ▪ Interacts with children, families and staff respectfully ▪ Familiar with school and jurisdictional documentation on ethics and conduct |
| <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage</p> | <ul style="list-style-type: none"> ▪ 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 |
| <p>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers</p> | <ul style="list-style-type: none"> ▪ 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 |
| <p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p> | <ul style="list-style-type: none"> ▪ 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 |