EDU70017
Professional
Experience 1
– Master of Teaching
(Secondary)

Placement Expectations and requirements

Required days: 20 days full time
Required setting: Years 7-12 Secondary Setting

Overview

Practicum EDU70017 is the **first** practicum in the Master of Teaching (Secondary) course. To satisfactorily complete this practicum, Pre-Service Teachers (PSTs) must be assessed against a selection of the Australian Professional Standards for Teachers at Graduate stage (found at the end of this document).

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.

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*It is important to note that these are **MINIMUM** expectations and PSTs may be required to complete additional tasks or higher teaching loads at the discretion of the supervising teacher.*

Placement Information for the PST

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.
- Pre-Service Teachers (PSTs) develop and maintain a neat and organised professional experience folder.
- Pre-Service Teachers (PSTs) maintain an attendance diary and complete a minimum of 7.5 hours per day excluding breaks.

Arrange a plan for week 1 including:

- Complete a school induction.
- Pre-Service Teachers (PSTs) familiarise themselves with the school's policies and procedures.
- Supervising Teacher and PST to review all the Professional Experience Report prior to commencing professional experience.

The Pre-Service Teacher (PST) should ideally be placed in classes that reflect their Specialist Teaching Area/s (STA).

- Encourage the Pre-Service Teacher (PST) to identify and, where appropriate, implement strategies for teaching students from diverse cultural backgrounds, including Aboriginal and Torres Strait Islander students. This can be hypothetical if these students are not represented in the class.

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 parents/carers.
- Actively participate in all aspects of 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.

Teaching practice

The Pre-Service Teacher (PST) is expected to:

- Use the Swinburne lesson planning template provided for all lesson planning and negotiate a time for the Supervising Teacher 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 Supervising Teacher about the interconnected relationship between curriculum, planning and assessment.
- Collaborate with Supervising Teacher on planning and assessment.
- Discuss classroom management and teaching strategies with the Supervising Teacher, and trial and embed these throughout the placement.
- Reflect on their practice and ask the Supervising Teacher 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 and Final Report for their records.

Teaching Practice Guide

PST

- Plan with templates & goals
- Observe teaching strategies
- Increase teaching responsibility
- Collaborate on planning & assessment
- Reflect & seek feedback
- Support student learning
- Engage in professional learning

Supervising Teacher

- Provide constructive feedback
- Schedule regular meetings
- Encourage reflection
- Support assessment practice
- Share planning resources

Collaboration • Communication • Reflection • Growth

The Supervising Teacher 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.
- Share current and prior planning documents, including assessment and reporting procedure.

PST conduct

- Pre-Service Teachers (PSTs) must engage respectfully with students, parents/carers, school staff and Swinburne Online staff at all times and must ensure that confidentiality is always maintained. This includes conducting themselves in a way that reflects the education sector and the expectations of students within Swinburne Online, both inside and outside the placement school.
- Pre-Service Teachers (PSTs) must use feedback from the Supervising Teacher to improve their practice. Feedback should not be dismissed, as the Supervising Teacher supports the development of teaching practice. The Supervising Teacher is responsible for observing PST practice, ensuring that minimum expectations are met, and reporting any breaches of the codes of conduct that PSTs are required to maintain.
- Pre-Service Teachers (PSTs) are expected to conduct themselves in line with the Swinburne Student Charter and the Victorian Teaching Profession's Code of Conduct and Code of Ethics. PSTs must also understand mandatory reporting requirements and Child Safe Standards.

Difficulties during placement

If you experience difficulties during placement, the first person you should speak to is the person involved. If the issue is with the Supervising Teacher, then you should talk to them first. You may contact your Online Learning Advisor (OLA) for further guidance if you are unable to resolve the issue. It is important that any issues are addressed in a timely manner; do not wait until your final day of placement. Conflict commonly arises when there is miscommunication and can often be resolved through discussing concerns with the person involved honestly and openly.

Illness during placement

If you are ill at any time during your placement, you must notify the Student Advisors, Online Learning Advisor (OLA) and your placement school before the school day commences. You

must obtain a medical certificate for any missed days, negotiate make-up days with your placement school, and let the Student Advisors and your Online Learning Advisor (OLA) know the final day of your placement.

Unit assessment requirements

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

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

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

Questions or other concerns

Should you have any queries and/or concerns at any time throughout the placement, please contact the OLA via reply to the welcome email that was sent to the setting contact details.

Alternatively, if you cannot locate this email, you can contact the student advisors via:

Email: help@swinburneonline.com
Calling from within Australia: 1300 937 765
Australian citizens calling from overseas: +61 3 9956 0777
International students calling from overseas: 800 8001 1222

Note: Whilst the Interim and Final Reports should be completed collaboratively by both the Pre-Service Teacher (PST) and the Supervising Teacher, the reports MUST be emailed by the Supervising Teacher to the Online Learning Advisor (OLA). Reports submitted by the PST will not be accepted.

Week-by-week teaching expectations

Please note the below is a guide and it is recommended PSTs always follow the Supervising Teacher's guidance.

Week 1 (days 1-5)

Focus Area	Pre-service Teacher (PST) Expectations	Supervising Teacher / Mentor Expectations
Observation & Modelling	Participate in structured observation opportunities (minimum **2 observations per day**) using the observation template Observe classroom routines, interactions, and teaching practices to inform professional learning	Facilitate structured observation opportunities (approximately **2 lessons per day**) Model effective teaching, communication, and classroom practices
Lesson Design & Feedback	Engage with current and prior planning documentation (curriculum, assessment, reporting, evaluation) Use planning materials to begin developing understanding of lesson design	Provide access to planning documentation (curriculum, assessment, reporting, evaluation) Support PST understanding of planning processes and expectations
Teaching Practice	Become familiar with weekly routines, schedules, and teaching contexts (class, year level, whole-school) Use knowledge of student development, interests, and needs to inform emerging teaching practice Engage in a minimum of **two small-group or team-teaching experiences** across the week	Explain routines and schedules across classroom and school contexts Share information about student development, interests, and learning needs (in line with confidentiality) Provide opportunities for a minimum of **two small-group or team-teaching experiences**
School Community Engagement	Engage professionally with students, families, and staff Demonstrate respectful communication at all times Understand and comply with practicum expectations (confidentiality, ethics, policies) Establish professional learning goals with mentor and work towards them	Formally introduce PST to students, families, and staff Model respectful and professional communication Clarify practicum expectations (especially confidentiality and conduct) Collaboratively establish practicum goals
Evaluation (Day 5)	Monitor progress towards practicum goals Reflect on learning, observation, and professional development in preparation for future days	Support PST to reflect on early progress and readiness for increased responsibility Provide formative feedback to guide development

Week 2 (days 6-10)

Focus Area	Pre-service Teacher (PST) Expectations	Supervising Teacher / Mentor Expectations
Observation & Modelling	Maintain an observation journal to document observations, reflections, and professional learning Engage in ongoing observation and reflection to inform developing practice	Support PST to maintain an observation journal through regular opportunities for observation, reflection, and professional discussion Model reflective practice and professional dialogue
Lesson Design & Feedback	Review mentor planning documentation Adapt a minimum of **five (5) lesson plans** using the Swinburne Lesson Plan Template Submit lesson plans as required (e.g. Canvas uploads)	Share planning documentation Support PST to adapt at least **five (5) lesson plans** using the Swinburne template Provide feedback to ensure alignment with curriculum and submission requirements
Teaching Practice	Teach a minimum of **four (4) lessons throughout the week** across subject areas and/or year levels, based on 50-minute lessons Begin applying teaching strategies in supported contexts	Provide opportunities for the PST to teach a minimum of **four (4) lessons throughout the week** across appropriate subject areas and/or year levels Model practice, co-plan, and provide feedback to support teaching development
School Community Engagement	Attend at least **one professional meeting per week** (e.g. faculty, year-level, or staff meeting, if possible) Engage professionally in school-based collaborative practices	Facilitate access to professional meetings (minimum one per week) Support PST participation in school-based collaboration and professional engagement
Final Evaluation (Day 10)	Schedule and attend meeting to complete the **Interim Report** Engage in reflection on progress and professional learning	Schedule and conduct a meeting to complete the **Interim Report** on Day 10 Provide formative feedback on PST progress and development If progress is unsatisfactory, contact the **Online Learning Advisor (OLA).**

Week 3 & 4 (days 11-20)

Focus Area	Pre-service Teacher (PST) Expectations	Supervising Teacher / Mentor Expectations
Observation & Modelling	Continue maintaining an observation journal to document observations, reflections, and professional learning each week Use observations and mentor feedback to refine teaching strategies and classroom practice	Provide ongoing opportunities for targeted observation, reflection, and professional discussion each week Model reflective practice and support the PST to connect observations to teaching decisions
Lesson Design & Feedback	Plan, implement, and evaluate lessons that align with curriculum requirements and classroom expectations each week. Provide lesson plans to the Supervising Teacher/Mentor at least **24 hours prior** to teaching where possible Respond to feedback and progressively refine lesson design and teaching practice	Review lesson plans and provide constructive feedback to support curriculum alignment, lesson structure, and classroom practice each week Support the PST to evaluate lessons and use feedback to improve future planning
Teaching Practice	Teach a minimum of **eight (8) lessons per week** across subject areas and/or year levels, based on 50-minute lessons. Teaching may include whole-class, small-group, or team-teaching experiences as appropriate Progressively assume increased responsibility for teaching, classroom routines, and student learning	Provide opportunities for the PST to teach a minimum of **eight (8) lessons per week** across appropriate subject areas and/or year levels Support the PST to progressively assume increased responsibility for teaching and classroom routines Observe lessons regularly and provide feedback that supports growth and refinement of practice
School Community Engagement	Maintain professional conduct at all times, including punctuality, preparation, communication, and confidentiality Engage professionally with staff, students, and the wider school community where appropriate Negotiate and schedule any missed placement days in line with school and university requirements	Model and reinforce professional conduct, including expectations for punctuality, preparation, communication, and collegial engagement Provide timely feedback on professional conduct, identifying strengths and areas for development Support the PST to negotiate missed placement days where required
Final Evaluation (Day 20)	Schedule and attend a meeting on the final day of placement to	Schedule and conduct the final meeting to complete and submit the **Final**

	complete the **Final Assessment Report** Ensure all required documentation is completed accurately and submitted by the due date Save personal copies of the Interim and Final Assessment Reports for future reference	**Assessment Report** on Day 20 Discuss the assessment outcome with the PST, including evidence of practice and areas for continued professional development If the PST has not met requirements, contact the **Online Learning Advisor (OLA).**

Classroom teaching planning support

We are aware that lessons and hours differ from school to school depending on location and timetable model of the school. Please use the examples as a guide to meet the overall recommended teaching for each week so that it is contextual to the classes that run within your school. These should be used to support timetable planning and professional discussion to suit your lesson structure.

Full time teaching load equivalence (FTE) for weeks 3 and 4 is 0.3 –11.4 hours – this includes classroom teaching and planning.

Number of periods per day	Week 1	Week 2	Week 3	Week 4
4 periods	Observation and small group	2 periods over the week	5 periods over the week	5 periods over the week
5 periods	Observation and small group	2 periods over the week	6 periods over the week	6 periods over the week
6 periods	Observation and small group	3 periods over the week	7 periods over the week	7 periods over the week
7 periods	Observation and small group	4 periods over the week	8 periods over the week	8 periods over the week

Further information:

Online Learning Advisor (OLA)

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's Online Learning 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 Pre-Service Teacher (PST) and submitted via email to the PST's OLA. We place great faith in the Supervising Teacher's professional judgement and request an honest assessment of the Pre-Service Teacher's progress and final assessment. Considering the level expected for the particular professional experience, Supervising Teachers and nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-Service Teacher (PST). 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.

Key Areas		EDU70017	EDU80051	EDU80021
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.	☒	☒	☒
	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	☒	☒	☒

Section 2 Teaching Effectively	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 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	☐	☐	☒
	4.1 Identify strategies to support inclusive student participation and engagement in classroom activities	☐	☐	☒
	4.2 Demonstrate the capacity to organise classroom activities and provide clear directions	☒	☒	☒
	4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	☐	☒	☒

	4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements	☒	☒	☒
	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	☒	☒	☒
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.	☒	☒	☒
	5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning.	☒	☒	☒
	5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning.	☐	☐	☒
	5.4 Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice.	☒	☒	☒
	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.	☐	☒	☒
Section 5 Demonstrating Professional and Ethical Conduct	6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	☐	☒	☒
	6.2 Understand the relevant and appropriate sources of professional learning for teachers.	☐	☒	☒
	6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	☒	☒	☒
	6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.	☐	☐	☒

Section 5 Demonstrating Professional and Ethical Conduct	7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	☒	☒	☒
	7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage	☐	☒	☒
	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	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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, learning sequences and lesson plans.	▪ Provides input into the design of assessment tasks and criteria/rubrics for assessment (where appropriate) ▪ 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.	▪ 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.	▪ 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; o content based/driven o classroom management o skills o 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: o lesson plans o learning objectives o classroom management o communicated to students o discussions with Supervising Teacher o 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.	▪ 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 Aboriginal and Torres Strait Islander backgrounds	▪ 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) ▪ Shows understanding of and responds to the different circumstances of some students ▪ Actively liaises with Supervising Teacher and support staff in the school and community ▪ Records and reflects on own teaching practice ▪ Researches available programs to support student learning
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	▪ 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
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	▪ Demonstrates awareness of the curriculum documents and policies within the school ▪ Models respectful/empathetic language and discourse in addressing Indigenous issues ▪ Consults with Supervising Teacher 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
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners.	▪ 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
3.3 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 ▪ 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 Demonstrate knowledge of a range of resources, including ICT, that engage learners 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 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.	▪ 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 Demonstrate broad knowledge of strategies that can be used to evaluate teaching	▪ 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

programs to improve learners' learning	▪ 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.	▪ 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 Supervising Teacher'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	▪ 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 Supervising Teacher 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	▪ 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 o Physical classroom environment, including seating plans, to increase participation o Aware of barriers to participation e.g. ASD, culture o Knowledge of personalities in the room (esp. when grouping) o Provides for students to take responsibility for own learning o Walks around the class providing individual support ▪ Teaches for success o focuses initially on engagement rather than content o communicates expectations of behaviour and learning o repeats key phrases to assist student understanding o 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	▪ 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.	▪ 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	▪ 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 ▪ 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	▪ 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.	▪ 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 Supervising Teacher 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.	▪ 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.	▪ Plans, discusses and reviews assessment of children's learning with Supervising Teacher. 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.	▪ 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 Supervising Teacher and others to implement support ▪ Uses knowledge of student understanding from a lesson to inform subsequent lessons (where appropriate) ▪ Collaborates with Supervising Teacher 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.	▪ 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 Australian Professional Standards for Teachers in identifying professional learning needs.	▪ Understands the importance of regular professional development in all learning areas ▪ 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
6.2 Understand the relevant and appropriate sources of professional learning for teachers.	▪ Willingly attends professional learning sessions with the Supervising Teacher (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
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	▪ Openly discusses areas for improvement with the Supervising Teacher ▪ Applies constructive feedback from the Supervising Teacher to improve teaching practices ▪ Proactively seeks feedback for improvement
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.	▪ Feedback from the Supervising Teacher is reflected in future planning and practice ▪ Discusses with the Supervising Teacher, ways that they can implement professional learning to improve student learning

7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	▪ 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
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage	▪ Seeks advice from the Supervising Teacher on the relevant legislative, administrative and organisational policies and processes required for teachers ▪ Engages in professional discussions with the Supervising Teacher about polices and processes according to the school stage ▪ Diligently complies with all policies and processes
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers	▪ Records reflections about how the Supervising Teacher communicates and maintains relationships with families ▪ With the support of the Supervising Teacher, 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 Supervising Teacher 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 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	▪ Proactively seeks advice from Supervising Teacher and other 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