

**WESTERN SYDNEY
UNIVERSITY**



Bachelor of Education (Primary) Aboriginal & Torres Strait Islander

**PROFESSIONAL EXPERIENCE
HANDBOOK- 2022**

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WELCOME

ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Tharawal (also historically referred to as Dharawal), Cabrogal and Wiradjuri peoples and thanks them for their support of its work in their lands (Greater Western Sydney and beyond).

Thank you for participating in Western Sydney University's Professional Experience Program. We recognise and value the crucial role schools play in Pre-service Teachers' professional learning and development. Indeed, high quality Professional Experience is only possible with your involvement!

Whilst University Advisors and Mentor Teachers work in partnership to provide the best possible professional experience for the Pre-service Teacher, it is the Mentor Teacher who undertakes the day-to-day professional development of the Pre-service Teacher.

To make this the best possible experience for all, it is important that close contact is maintained among the Mentor Teacher, the University Advisor, Pre-service Teacher and Professional Experience Academic Coordinator. We look forward to being in regular contact with you.

CONTACT DETAILS

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OVERVIEW

Professional Experience is a critical aspect of initial teacher education. It is where theory and practice are integrated and inter-related. This critical component sees the School of Education and our partner schools working collaboratively to ensure

The units of the Professional Experience stream are core units for Pre-service Teachers in the Bachelor of Education (Primary) - Aboriginal and Torres Strait Islander Education, with one professional experience placement per year. The subject are offered as school-based professional experience placements totalling a combined eighty (80) days. Pre-service Teachers will develop the knowledge and skills to demonstrate achievement of the Australian Professional Standards for Teachers at Graduate level.

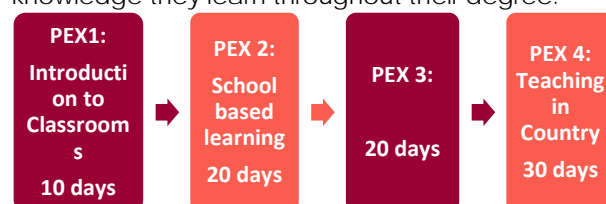
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	
Professional Knowledge	Standard 1: Know their students and how they learn Standard 2: Know the content and how to teach it
Professional Practice	Standard 3: Plan for and implement effective teaching and learning Standard 4: Create and maintain supportive and safe learning environments Standard 5: Assess and provide feedback and report on student learning
Professional Engagement	Standard 6: Engage in professional learning Standard 7: Engage professionally with colleagues, parents/carers and the community

For detailed information about the standards, please visit the following website:
aitsl.edu.au/teach/standards

PROFESSIONAL EXPERIENCE UNITS

Pre-service Teachers engage in ongoing professional practice throughout their degree. They have four Professional Experience Placements in schools. Professional Experience is undertaken in a variety of settings (DoE, Independent, Catholic and other religious denominations). As is required by NESA, Pre-service Teachers will experience at least two different schools and a variety of different class stage levels. Pre-service Teachers will have the opportunity to apply for a rural professional experience placement.

Placements are sequential to allow teacher education students to apply in the classroom setting the theoretical and pedagogical knowledge they learn throughout their degree.



1 | ROLES and RESPONSIBILITIES

SCHOOL PROFESSIONAL EXPERIENCE COORDINATOR

The role of the School Professional Experience Coordinator is integral to the success of the Professional Experience

Responsibilities of the School Based Coordinator include:

- liaison with the Professional Experience Office and communicating placements offered by their school;
- ensure Mentor Teachers are aware of the appropriate information for their Pre-service Teacher. Information is emailed directly to the School Professional Experience Coordinator and not individual Mentor teachers.
- allocation of Pre-service Teachers to appropriate Mentor Teachers;
- informing Pre-service Teachers when, where and who to report to on their first day of professional experience;
- coordinate orientation and induction of Pre-service Teachers to the school. This should include, but is not limited to the following areas: arrival and departure times, dress code, parking arrangements, school policies and procedures, meeting attendance, duty arrangements, Work Health & Safety, and professional conduct;
- ensuring Pre-service Teachers are receiving appropriate support and mentoring from their Mentor Teacher;
- maintain communication with the University Advisor and keep them up to date with any placement changes. Please note, if you don't receive contact from the University Advisor early in the practicum advise the Professional Experience Office;
- notify the University Advisor or the UWS Professional Experience Office immediately if the school has concerns with Pre-service Teacher competence and/or professional conduct;
- attend Requiring Additional Support and Student At Risk meetings if required & submit all relevant document to the UWS Professional Experience Office;
- monitor Pre-service Teacher attendance to ensure all days required for the Professional Experience are completed;
- encourage Mentor Teachers to word process Pre-service Teacher's final reports so they are professionally presented;
- ensure Pre-service Teachers receive the signed original copies of their Professional Experience Report and Attendance Register after they have completed the attendance requirements for the Professional Experience;

- complete pay claim form if your school has hosted **three (3) or more** Pre-service Teachers (this relates to Coordinators only – all teachers who mentor a Pre-service Teacher are entitled claim payment).

MENTOR TEACHER

The Mentor Teacher has the overall responsibility for the supervision, mentoring and assessment of the Pre-service Teacher.

Responsibilities of the supervising teacher include:

- modelling quality teaching and learning practice;
- familiarisation with specific the professional experience requirements from the professional experience handbook;
- being aware of the relevant professional experience report and the Graduate Teacher Standards that are to be the focus of the particular professional experience placement;
- liaising with the University Advisor concerning the expected learning outcomes of the specific professional experience placement as well as effective ways of supporting the Pre-service Teacher;
- understanding that the Pre-service Teacher does not assume duty of care of students and that, consequently, overall supervision responsibility is always exercised by the supervising teacher;
- completing all necessary documentation, including the professional experience report and mid-experience report (if required). The report is then to be discussed with the Pre-service Teacher who also is required to sign the document before it is submitted to the professional experience office.

Maximising Pre-service Teacher success and minimising likelihood of Failure in Professional Experience

Initially, Mentor Teachers can take the following steps to maximise Pre-service Teacher success and minimise the possibility of failure:

- prepare the class, positively, for the arrival of the Pre-service Teacher;
- get to know the Pre-service Teacher as well as possible – how they approach a challenge, how they react to constructive criticism, how they react to change;
- take into account the Pre-service Teacher's background and previous experiences;
- have regular meetings with the Pre-service Teacher and encourage them to share any difficulties they may be experiencing;

- encourage the Pre-service Teacher to have informal contact with other members of staff (e.g. staff room conversations);
- try to deal with any difficulties early and at a low level before they become serious, do not presume that the problem will be resolved without direction;
- follow University guidelines carefully with a Pre-service Teacher whose progress is “causing concern”.

The Supervision Cycle

Professional Experience is a learning experience for Pre-service Teachers and thus to learn and improve they need feedback on both their success and failures. It is important that Pre-service Teachers are supported and provided with feedback on all steps of the planning and teaching cycle.

Before the Lesson

The Pre-service Teacher presents written plans to the Mentor Teacher and discusses with her/him the outcomes, content, resources, strategies to be used and room organisation, management, safety issues etc. The Pre-service Teacher also identifies a focus for professional growth (goal) related to ATSIL teaching standards, and how it may be emphasised in the lesson that has been prepared and the Mentor Teacher’s feedback from previous lessons. The Mentor Teacher provides feedback and suggestions to help improve the lesson.

Presenting the Lesson

The Pre-service Teacher presents (teaches) the planned lesson, which is observed by the Mentor Teacher who records observations and feedback on the pre-service teacher’s lesson and goal.

After the Lesson

The Mentor Teacher and the Pre-service Teacher discuss the lesson and plan for future developments, which either emphasise a new teaching/learning focus or continue to practice the present focus in subsequent lessons. It is important for Pre-service Teachers to receive written and verbal feedback. **Written feedback** allows for later reflection and review of lesson, whilst discussion allows for clarity and further questions.

Report Completion

The completion of the final report is the responsibility of the Mentor Teacher.

The Final Report will be emailed directly to the School Professional Experience Coordinator. The Final Report should be completed in the last few days of the professional experience. The Pre-service Teacher must be given the opportunity to read and discuss the final report with the Mentor Teacher. There should be no surprises for the Pre-service Teacher in what is written. When completing the report, reference should be made to the individual unit’s requirements. The final report is based on a summation of the daily written

feedback that have been previously discussed and given to the Pre-service Teacher. The final report is based on the **ATSIL Teaching Standards at a Graduate Level**, a reference guide is provided in the appendix to support your decision making.

The SMART-E Mentoring tool

The below table can be used to help pre-service teachers focus in on particular aspects of their lessons and offer a discussion point when reviewing lessons taught.

	Questions for Pre-service Teacher	Response
S	What <u>specific</u> content are you teaching this lesson? How will students be learning so they are achieving the stated outcomes?	
M	How will you assess & <u>measure</u> learning outcomes to know they have been achieved? How will you know your teaching practice has been effective?	
A	Are the planned activities <u>achievable</u> for all students? What strategies will you be using to cater for diverse learners and any special needs in the classroom?	
R	What <u>resources</u> including classroom management strategies are you using to engage student learning? How will you using these resources throughout the lesson?	
T	How will you manage your <u>timing</u> and sequencing in the lesson to create an environment of respect and rapport? How will you manage group structures and transition between activities?	
E	How will you <u>evaluate</u> your own teaching? Which professional standards are you planning to meet in this lesson?	

Important Note: Please ensure that a Pre-service Teacher is never left alone in charge of children during their Professional Experience, as they must not assume legal responsibilities of being in loco parentis.

UNIVERSITY ADVISOR

The University Advisor represents Western Sydney University and will liaise with principals, school based professional experience coordinators, mentor teachers and pre-service teachers.

Responsibilities of the university advisors include:

- providing quality educational and professional leadership in helping to foster good relationships between providers and school staff;
 - contributing to the teacher education student's professional learning during the professional experience;
 - modelling effective interpersonal and communication skills;
 - collaborating with mentor teachers and other school-based staff to ensure that effective and coordinated support, guidance and developmental opportunities are provided to pre-service teachers;
 - enhancing the professional learning of pre-service teachers through discussions and feedback;
 - supporting pre-service teacher through challenging or difficult situations that may occur.
 - providing support to mentor teachers and pre-service teachers in cases where a pre-service teacher is considered to be 'at risk'.
 - communicating with Professional Experience Office any concerns about pre-service teachers or placements.
- be involved in all of the mentor teacher's additional duties;
 - adapt to the specific routines, policies, workplace health and safety, ethical constructs and ethos of the school;
 - consult with the mentor teacher, school practicum coordinator, school principal or university advisor if they are experiencing issues of any kind;
 - notify the Professional Experience Office **immediately** if for any reason they wish to withdraw from the placement;
 - negotiate to make up all days that are missed during the placement (make up days should occur within 7 days of the placement finish date).
 - discuss final professional experience report with mentor teacher and sign the report.

After the placement, pre-service teachers will:

- ensure all borrowed resources are returned to the school;
- ensure all required documentation is submitted to the Professional Experience Office (including Final Report and Attendance Register);
- complete and submit (where applicable) e-learning portfolio.

PRE-SERVICE TEACHERS

Prior to the commencement of placement, pre-service teachers will:

- complete all mandatory requirements for placement. This includes: Working With Children Check, Child Protection Awareness Training and Anaphylaxis course;
- have an understanding of the professional experience placement requirements, including planning and teaching expectations and load;
- be informed about the importance of professionalism, including punctuality, dress code, preparation, communication and confidentiality;
- make contact with the school and submit their 'pre-service teacher profile';
- attend any pre-placement induction as required by school;

During the placement, pre-service teachers will:

- establish clear communication channels with their mentor teacher and university advisor;
- attend school for the full day, including any before or after school meetings;
- negotiate planning and teaching requirements with mentor teacher and submit all plans in the required time frame.

2 | GENERAL INFORMATION

SPECIAL REQUIREMENTS

Before Pre-service Teachers commence professional experience placements, they must complete the following as required by the Department of Education:

- **ASCIA Anaphylaxis Course (online component only)**
- **Working With Children Check**

The University requires that all pre-service teachers attend **Child Protection Awareness Training** as part of compulsory course commencement. Pre-service teachers are not provided with evidence of this training, however it is an enrolment requirement for all professional experience units.

Pre-service teachers are not required to complete a First Aid Certificate before attending Professional Experience. As the Department of Education has removed public access to the e-Emergency Care training, pre-service teachers are no longer able to access this training and it is not a requirement.

Literacy and Numeracy Test for Initial Teacher Education Students

The Literacy and Numeracy Test for Initial Teacher Education Students is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching. Whilst this 'TEST' is a national requirement, NSW also requires successful test results to complete a final professional experience. Pre-service teachers have successfully completed both the Literacy and Numeracy components. The TEST and process is external to the University, for further information please see: <https://teacheredtest.acer.edu.au>

CONFLICT OF INTEREST

In relation to professional experience, a Conflict of Interest is any situation where a prior relationship between the school and pre-service teacher exists and this could cause or perceive a cause for favouritism to occur. For this reasons Pre-service Teachers are not permitted to undertake professional experience at a school where they work, have relatives enrolled or employed (siblings, parents, children) or have other close relationships with a school (e.g. chaplaincy, sport coach). We trust individual pre-service teachers to provide us with any schools of which they may have a conflict of interest.

Please notify the professional experience office if you believe there is a Conflict of Interest with a Pre-service Teacher allocated to your school.

ADDITIONAL DUTIES

It is expected that all Pre-service Teachers will participate fully in the life of the school during their professional experience. This includes participating in professional school activities, such as staff meetings, planning meetings or professional development, as required by the Professional Experience Co-ordinator or Mentor Teacher. In addition, Pre-service Teachers are expected to fulfil the duties as required by their Mentor Teacher, such as playground and bus duty, school sport, assemblies and other extracurricular activities. Pre-service Teachers must not be given sole responsibility when in these roles.

ATTENDANCE AND ABSENCES

Pre-service Teachers must attend all allocated Professional Experience days and be present for the whole school day. It is expected that the Pre-service Teacher will be in attendance at **least 30min prior to the start of the school day and be available for meetings after school**. As each school varies in the time of their school day, the School Professional Experience Coordinator will need to inform Pre-service Teachers of the expected arrival and departure time.

Pre-service Teachers must complete their Attendance Register daily, recording both arrival and departure times. A school representative (school Coordinator, Mentor Teacher) is required to sign off on the Pre-service Teacher's Attendance Register at the end of the professional experience. It is not required that Mentor Teachers sign off on each day.

If a Pre-service Teacher is unable to attend professional experience he/she must contact the school and their university advisor by 7.30am of the day of absence. If a Pre-service Teacher is absent for any reason the Absence from Professional Experience Form must be completed by the Pre-service Teacher and signed by the Mentor Teacher. This is also required if the School requests a change of dates for the Pre-service Teacher, as the negotiated make-up days need to be noted and approved.

Part day absences must be made up with a full make up day.

Absences of more than three (3) days must be negotiated with the Professional Experience Academic Course Advisor. Pre-service teachers may be removed from their professional experience placement for absences greater than three (3) days. If you believe that a pre-service teacher is having an excessive amount of absences and this is

causing disruption to your class, please contact the University Advisor.

All absences must be up **within 7 calendar days of the completion of the practicum**, unless negotiated otherwise with the University

DRESS CODE

Pre-service Teachers are required to be appropriately dressed, befitting a professional career. Individual schools will have particular requirements with which the teacher education student must comply, for example, covered-in shoes, broad brimmed hats, ties, covered tattoos or removal of some piercings. Pre-service Teachers must honour the requirements of the dress code of the school at which they are completing placement.

OVERNIGHT EXCURSIONS

At times, during professional experience, pre-service teachers are invited to attend overnight extra-curricular excursions such as school camps. The School of Education endorses pre-service teacher attendance at, and participation in, such activities. These activities are integral to the professional role of the teacher. However, in order to ensure the safety of students and pre-service teachers, participation is strictly subject to the following:

1. Pre-service teachers are required to advise the Professional Experience Office that they will be participating in the overnight excursion prior to their participation. They must provide the Professional Experience Office with details of the location, dates and times of the excursion, and the name and contact details of the supervising teacher at the location.
2. Pre-service teachers are supervised by a qualified teacher at all times when dealing with school students.
3. Pre-service teachers are not permitted to sleep in the same quarters as school students under any circumstances.
4. Pre-service teachers are not permitted to drive school students in their own, or anyone else's motor vehicle.

Students are permitted to attend School camps in association with their professional placement unaccompanied by WSU staff but must be supervised by relevant school-based staff.

If a host class is attending an overnight excursion / camp and it is not appropriate for a pre-service teacher to attend, the following arrangements should be made:

- The pre-service teacher spends these days on another class/es to experience different stages and teaching styles; or
- The school and pre-service teacher negotiate suitable make up days.

INHERENT REQUIREMENTS

The study and practice of teaching requires respect for diversity, knowledge of theories, legislation, policies and procedures, effective communication, inter-personal skills, critical thinking, problem solving skills and stamina, to work effectively with children/young people, their families and communities.

To support potential and current students' decision making a series of inherent requirement statements has been developed. These statements specify the requirements of the postgraduate teacher education courses for student admission and progression, with aspects associated with the study and the professional practice of teaching.

Pre-service Teachers are expected to demonstrate they meet the Inherent Requirements. For further information on Inherent Requirements please visit :

http://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_primary

WORK PLACE HEALTH AND SAFETY

It is a pre-service teacher's responsibility to observe appropriate Workplace Health and Safety. All Workplace, Health & Safety concerns are to be reported to your Mentor Teacher and/or School Professional Experience Coordinator. Please familiarise yourself with the following:

- Department of Education's Work Place Health and Safety Policy
<https://education.nsw.gov.au/policylibrary/policies/work-health-and-safety-whs-policy>

Accidents

Pre-service Teachers who are involved in an accident travelling to or from their Professional Experience placement or who are injured during Professional Experience should initially seek appropriate medical care and follow the reporting procedures in their school. Contact should be made with the Professional Experience Office. You will be required to submit an accident report to the university's WH&S Unit – this will be provided by the Professional Experience office.

PRE-SERVICE TEACHER: GENERAL EXPECTATIONS

While on placement, all pre-service teachers are expected to adhere to the following requirements:

- Arrive at the school at least 30 minutes before school starting times, and remain after finishing times in order to organise resources and to be available for discussion and planning with the supervising teacher.
- Participate fully within the life of the school in order to embrace the range of experiences and best practice it has to offer and be open to and appreciative of the professional expertise of different staff;
- Demonstrate professional behaviour at all times, including the use of good manners and common courtesies. A lack of professionalism

may place a pre-service teacher 'at risk'. Unprofessional behaviour may include: inappropriate use of social media, lack of punctuality, use of inappropriate language, appearance and presentation, breaching confidentiality and inappropriate / excessive use of mobiles. If there is a problem, this should be openly addressed by the mentor teacher initially. Any further action should be worked through using correct channels.

- Prepare thoroughly for all aspects of the professional responsibilities. Before and after school times are preparation time. Time should not be taken from interactions with children/ teaching time to photocopy or prepare plans/ materials, or to write up observations/reflections.
- Present lesson planning documents and resources to the mentor teacher a minimum of 24hrs prior to the planned lesson. Mentor teachers will need to sight this documentation with sufficient time to provide feedback and the pre-service teacher implement the feedback.

3 | PROGRESS and ASSESSMENT

PRE-SERVICE TEACHERS ACHIEVING SATISFACTORY PROGRESS

When Pre-service Teachers are making satisfactory progress the Mentor Teacher should:

- follow the roles and responsibilities of key personnel;
- provide daily written and oral feedback as detailed in the Unit requirements;
- identify progress towards meeting the Australian Professional Standards for Teachers at Graduate level.

In most cases Pre-service Teachers will make satisfactory progress towards meeting the professional experience outcomes. In cases where Pre-service Teachers are not making satisfactory progress the procedures for Pre-service Teachers whose progress is "causing concern" should be followed.

PRE-SERVICE TEACHERS WHOSE PROGRESS IS CAUSING CONCERN

Pre-service Teachers may experience difficulties in meeting the requirements of the professional experience for a variety of reasons. These include issues related to:

- **Professionalism** – attendance, punctuality, preparation of plans and resources; teaching skills including poor communication processes; behaviour management; ability to accept and/or act upon advice and instruction; appropriate verbal or physical interactions with children or young people, families and staff; teamwork and all other aspects of professional standards and professional ethics;
- **Personal attributes** – initiative, reflective practice, empathy, warmth, enthusiasm, commitment, and
- **Unit and teaching requirements** and standards as documented in unit requirements and assessments for the relevant program and level of course.

The Mentor Teacher, university advisor, or school professional experience coordinator can identify a pre-service teacher as 'causing concern'. **Early identification of any concerns ensures that the Pre-service Teacher receives appropriate support.**

It is essential that mentor teachers identify concerns on the written feedback they provide. Should a number of concerns be identified and/or the pre-service teacher does not respond to feedback the Pre-service Teacher **must** be identified as "Requiring

Pre-service Teachers Requiring Additional Support

Pre-service Teachers who are not making satisfactory progress must be identified as Requiring Additional Support. (Available in the Forms section of this document).

Pre-service Teachers 'At Risk of Failing' in the Professional Experience

Pre-service Teachers must be notified that they are "At Risk of Failing the Professional Experience" when they:

- have already been identified as REQUIRING ADDITIONAL SUPPORT and have **not made satisfactory progress**, or
- have met the set goals during REQUIRING ADDITIONAL SUPPORT but new concerns have arisen, or
- in circumstances when concerns are only evident in the last 10 days of the Pre-service Teacher's placement

The Pre-service Teacher may not 'defer' or 'withdraw without penalty' once they have been notified "At Risk".

The expectation is that the Pre-service Teacher will continue at the placement until the period of the "At Risk" process is complete or terminated by the host school or professional experience academic coordinator.

Pre-service Teachers who do not participate in the process will be deemed to have failed to meet requirements by the end of the period of professional experience (other than in cases of documented serious illness or misadventure). Pre-service Teachers are expected to attend EVERY DAY following identification of "At Risk of Failing the Professional Experience".

The exception to this is if a school deems that the pre-service teacher cannot make the required improves in the remaining allocated time. Additional placements will not be provided during the period of enrolment in the professional experience unless the initial placement is deemed "professionally unsuitable" for reasons not related to Pre-service Teacher's performance.

Outcome of the 'At Risk' Process - Allocation of a Grade

At the completion of the full period of the professional experience a final result must be recommended for the professional experience. Pre-service Teachers who have made satisfactory progress and exhibit a satisfactory standard of

performance at this point may be so designated on the relevant final report form. Pre-service Teachers who have failed to meet requirements at this point must be designated on the relevant final report form as UNSATISFACTORY. This result must be supported by the "At Risk" documentation. The University Advisor and Mentor Teacher will consult closely with regard to the final grade. In the event of agreement not being reached, the final decision is the responsibility of the university.

No Pre-service Teacher should receive an unsatisfactory grade without being placed "At Risk", following the procedures detailed in the "Requiring Additional Support" processes in the Appendices at the end of this document.

EXCLUSION FROM PLACEMENT

In some instances the principal or the University may terminate a professional experience placement. In such cases a pre-service teacher is required to leave the school and cease the professional experience placement.

This situation can occur even if the pre-service teacher has not been identified as 'At Risk' under the normal provisions for professional experience. A pre-service teacher may have their placement terminated for any of the following reasons:

- inability to reasonably cooperate with staff and work effectively in the school environment;
- demonstrates attitudes and actions adverse to the profession of teaching;
- ongoing unprofessional behaviour;
- absence from the professional experience placement without satisfactory explanation or approval, or continual explained absences which hinder the learning of the classroom students;
- significant deficiencies in their knowledge and understanding of their subject disciplines, the NSW Curriculum and/or planning for learning;
- significant deficiencies in their communication skills;
- breaches of departmental/ system/ school or university regulations or the law.

Pre-service Teachers who have been excluded from a school will receive an UNSATISFACTORY grade. If a pre-service teacher demonstrates serious deficiencies or misbehaviour in one or more of the above, they may be liable for further action under the University's Misconduct policy. Under some circumstances where a professional experience placement has been terminated, a pre-service teacher may be precluded from pursuing opportunities for further professional experience, this may also apply when a pre-service teacher has failed a professional experience more than once (Please refer to the Practicum Fail guidelines and policy).

The School of Education reserves the right not to place a pre-service teacher in a school or other professional experience setting in any instance

where the performance, personal conduct or professional conduct of the pre-service teacher does not meet the required standard, regardless of whether the pre-service teacher is enrolled in a professional experience unit.

Teachers and principals are accountable to parents and students to provide quality learning opportunities and outcomes and need to be confident that any pre-service teacher placed in their schools can support and maintain a quality teaching and learning environment.

FINAL REPORT

Pre-service teachers are assessed against the Graduate level of the Australian Professional Standards for Teachers. The descriptors contained in these Standards form the basis for evaluation in the Professional Experience Report. As our professional experience units are sequential and have a different area of focus, each professional experience report will have different descriptors that pre-service teachers are expected to achieve. The final professional experience unit assesses all descriptors of the Australian Professional Standards for Teachers.

Pre-service teachers are to be assessed against each descriptor at the level relevant to their progress in their teacher education course, with:

- E: Exceeds expectations;
- D: Developed;
- WT: Working Towards (not present for Final Professional Experience Unit Report); or
- N: Not Developed;
- NA: Not Applicable (should only be used in the circumstance that a pre-service teacher has not had the opportunity to engage in the elements of this Standard Descriptor).

To help guide your assessment of a pre-service teacher's demonstration of the descriptors, see the Evidence Guide from the Professional Experience Framework document. It indicates the range of evidence you can use when making your assessment of each descriptor.

TEAC1029 Primary Professional Experience 1: Introduction to classrooms

OVERVIEW

This unit is designed to introduce Pre-service Teachers to the practical and pedagogical perspectives of becoming a teacher in the primary school context. Pre-service Teachers will engage in the culture of schools to gain an understanding of how schools and classrooms operate. This professional experience provides opportunities for pre-service teachers to observe and engage in classroom organisation, classroom management strategies, lesson planning and delivery, and student/teacher interactions. Primary Professional Experience 1 has a two week (10 day) placement component.

PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

Week One - Pre-service Teachers will complete a number of observation tasks as well as assisting the Mentor Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate.

Week Two - Pre-service Teachers should complete a minimum of 6 hours of teaching involving planning, and resource and class organisation.

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching	Small group lessons
Week 2	One whole class lesson	One whole class lesson	Two lessons	One Session	One Session

This is the suggested progression and PEX1, however we understand that some modifications may be required (for example, excursions, or Friday may not be the most suitable whole teaching day due to sport and assembly).

Observation – observing Mentor Teacher and class (see observation tasks)
Small Group – a group of 6-8 children (could be maths or reading groups)
Co-teaching – teaching a part of a lesson with the Mentor Teacher
Whole Class Lesson – a scheduled lesson delivered to the whole class
Session – all lessons between breaks e.g. recess – lunch (this maybe one lesson or multiple lessons)
Whole Day – all lessons in the day

FOCUS TEACHING STANDARDS

Standard 1 Know students & how they learn
1.1.1 Physical, social & intellectual development & characteristics of students Demonstrate knowledge & understanding of physical, social & intellectual development & characteristics of students & how these may affect learning.
1.2.1 Understand how students learn Demonstrate knowledge & understanding of research into how students learn & the implications for teaching.
1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
1.4.1 Strategies for teaching Aboriginal & Torres Strait Islander students Demonstrate broad knowledge & understanding of the impact of culture, cultural identity & linguistic background on the education of students from Aboriginal & Torres Strait Islander backgrounds.
Standard 2 Know the content & how to teach it
2.1.1 Content & teaching strategies of the teaching area Demonstrate knowledge & understanding of the concepts, substance & structure of the content & teaching strategies of the teaching area.
2.2.1 Content selection & organisation Organise content into an effective learning & teaching sequence.
Standard 3 Plan for & implement effective teaching & learning
3.1.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities & characteristics.
3.3.1 Use teaching strategies Include a range of teaching strategies.
3.4.1 Select & use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5.1 Use effective classroom communication Demonstrate a range of verbal & non-verbal communication strategies to support student engagement.
Standard 4 Create & maintain supportive & safe learning environments
4.1.1 Support student participation Identify strategies to support inclusive student participation & engagement in classroom activities.
4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities & provide clear directions.
Standard 6 Engage in professional learning
6.1.1 Identify & plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.3.1 Engage with colleagues & improve practice Seek & apply constructive feedback from supervisors & teachers to improve teaching practices.
Standard 7 Engage professionally with colleagues, parents/carers & the community
7.1.1 Meet professional ethics & responsibilities Understand & apply the key principles described in codes of ethics & conduct for the teaching profession.
7.2.1 Comply with legislative, administrative & organisational requirements Understand the relevant legislative, administrative & organisational policies & processes required for teachers according to school stage.

TEAC2049 Primary Professional Experience 2: School based learning

OVERVIEW

Students will have 20 days placement in schools. During these days students will work in partnership with classroom teachers to further develop and begin to put into practice their knowledge of curriculum and pedagogy. Students will observe classrooms, assist individuals and groups of students with their learning, and begin to teach lessons. By the end of the unit students will have taught lessons in all of the Key Learning Areas, assessed student learning and evaluated their own teaching. Pre-service Teachers are required to add artefacts to their Learning Portfolio, link to the Australian Professional Standards for Teachers.

PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

When not teaching planned lessons, pre-service teachers will assist the Mentor Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate.

Week One - Pre-service Teachers will complete a number of observation days as well as assisting the Mentor Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate.

Week Two - Pre-service Teachers should complete a minimum of 6 hours of teaching from the teachers planned program

Week Three - Pre-service Teachers should complete a minimum of 10 hours of teaching involving planning, class organisation and consecutive lessons. Pre-service Teachers need to use student assessment data to plan lessons and modify teaching practices.

Week Four – Pre-service Teachers will take on the majority of the planning and teaching for the week.

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching or small group	Co-teaching or small group
Week 2	One Whole class Lesson	One Whole class Lesson	Two Lessons	Two Lessons	Two lessons
Week 3	One session	One Session	One – two sessions	Two sessions	Two sessions
Week 4	Two Sessions	Whole Day	Whole Day	Whole Day	Whole Day

This is the suggested progression and PEX2, however we understand that some modifications may be required (for example, excursions, or Friday may not be the most suitable whole teaching day due to sport and assembly).

Observation – observing Mentor Teacher and class (see observation tasks)
Small Group – a group of 6-8 children (could be maths or reading groups)
Co-teaching – teaching a part of a lesson with the Mentor Teacher
Whole Class Lesson – a scheduled lesson delivered to the whole class
Session – all lessons between breaks e.g. recess – lunch (this maybe one lesson or multiple lessons)
Whole Day – all lessons in the day

FOCUS TEACHING STANDARDS

In addition to the standards from PEX1, pre-service teachers will focus on the following:

Standard 1 Know students & how they learn
1.1.1 Physical, social & intellectual development & characteristics of students Demonstrate knowledge & understanding of physical, social & intellectual development & characteristics of students & how these may affect learning.
1.2.1 Understand how students learn Demonstrate knowledge & understanding of research into how students learn & the implications for teaching.
1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
1.4.1 Strategies for teaching Aboriginal & Torres Strait Islander students Demonstrate broad knowledge & understanding of the impact of culture, cultural identity & linguistic background on the education of students from Aboriginal & Torres Strait Islander backgrounds.
1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge & understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6.1 Strategies to support full participation of students with disability Demonstrate broad knowledge & understanding of legislative requirements & teaching strategies that support participation & learning of students with disability.
Standard 2 Know the content & how to teach it
2.1.1 Content & teaching strategies of the teaching area Demonstrate knowledge & understanding of the concepts, substance & structure of the content & teaching strategies of the teaching area.
2.2.1 Content selection & organisation Organise content into an effective learning & teaching sequence.
2.3.1 Curriculum, assessment & reporting Use curriculum, assessment & reporting knowledge to design learning sequences & lesson plans.
2.4.1 Understand & respect Aboriginal & Torres Strait Islander people to promote reconciliation between Indigenous & non-Indigenous Australians Demonstrate broad knowledge of, understanding of & respect for Aboriginal & Torres Strait Islander histories, cultures & languages.
2.5.1 Literacy & numeracy strategies Know & understand literacy & numeracy teaching strategies & their application in teaching areas.
2.6.1 Information & Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
Standard 3 Plan for & implement effective teaching & learning
3.1.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities & characteristics.
3.2.1 Plan, structure & sequence learning programs Plan lesson sequences using knowledge of student learning, content & effective teaching strategies.
3.3.1 Use teaching strategies Include a range of teaching strategies.
3.4.1 Select & use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5.1 Use effective classroom communication Demonstrate a range of verbal & non-verbal communication strategies to support student engagement.
3.6.1 Evaluate & improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7.1 Engage parents/carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.

TEAC3040 Primary Professional Experience 3

OVERVIEW

The subject is designed to enable students to have direct experience of teaching in schools, building towards a final professional experience. The Professional Experience stream integrates with the curriculum content and pedagogy delivered in other course units. The rationale behind this Professional Experience subject is to give students the opportunity to synthesise and apply their knowledge and skills from all previous subjects. The subject has a four week (20 day) placement component.

Pre-service Teachers are required to add artefacts to their Learning Portfolio, link to the Australian Professional Standards for Teachers.

PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

When not teaching Pre-service Teachers must be observing or assisting their Mentor Teacher both within the classroom and during other school activities/duties.

Week One Pre-service Teachers will complete a number of observation days as well as assisting the Mentor Teacher in activities such as teaching small groups, assisting individual students, teaching lesson segments and team teaching as appropriate

Week Two – Pre-service Teachers plan and implement a minimum of 8 hours of teaching from the Mentor Teacher’s planned program (planning lessons based on Mentor Teacher’s program).

Weeks Three & Four - Pre-service Teachers will work with the Mentor Teacher to develop a two-week teaching program using lesson plans/unit plans /daybook (planning requirements at the Mentor Teacher’s discretion). It is expected that Pre-service Teachers prepare and organise equipment and resources for each lesson taught.

Observation – observing Mentor Teacher and class (see observation tasks)
Small Group – a group of 6-8 children (could be maths or reading groups)
Co-teaching – teaching a part of a lesson with the Mentor Teacher
Whole Class Lesson – a scheduled lesson delivered to the whole class
Session – all lessons between breaks e.g. recess – lunch (this maybe one lesson or multiple lessons)
Whole Day – all lessons in the day

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching /small group	Small group lesson
Week 2	One Lesson	Two Lessons	One session	Two Sessions	One session
Week 3	Whole Day	Whole Day	Whole Day	Whole Day	Whole Day
Week 4	Whole Day	Whole Day	Whole Day	Whole Day	Whole Day

This is the suggested progression and PEX2, however we understand that some modifications may be required (for example, excursions, or Friday may not be the most suitable whole teaching day due to sport and assembly).

FOCUS TEACHING STANDARDS

Pre-service teachers are required to be assessed against all of the Australian Professional Standards for Teachers at Graduate level.

TEAC 3023 Primary Professional Experience

4: Teaching in Country

OVERVIEW

Students will be placed for 30 days in one of the partner local/regional/rural schools with a high Aboriginal and Torres Strait Islander student population. Students are required to develop skills related to effective planning, programming, evaluating and teaching in a teaching context, which will be assessed against the Graduate Teacher Standards and as part of their Teaching Performance Assessment (TPA). Students will experience how school and classroom curricula and policy are influenced by the nature of the school's community.

Students are required to analyse their own learning in relation to the Graduate Teacher Standards through the completion of a Learning Portfolio and the TPA (Teaching Performance Assessment).

PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

When not teaching Pre-service Teachers must be observing or assisting their Mentor Teacher both within the classroom and during other school activities/duties. Pre-service Teachers will have and additional focus on self-identified goals in relation to the Australian Professional Standards for Graduate Teachers.

In conjunction with the Mentor Teacher three focus students will be identified and information on the students' individual strengths, needs, interests and learning styles will be collected. This information will be used when planning for differentiated lessons as part of the TPA

Week One – Select Focus Students and start observations and data collection. Pre-service Teachers plan and implement a minimum of 2 hours of teaching from the Mentor Teacher's planned program (planning lessons based on Mentor Teacher's program).

Weeks Two & Three – Pre-service Teachers plan and implement a minimum of 8 hours of teaching per week -planning lessons and preparing resources.

Weeks four to Six - Pre-service Teachers will work with the Mentor Teacher to develop a 4-week teaching program using lesson plans/Units of work and daybook. It is expected that Pre-service Teachers will be responsible for the majority of the classroom teaching and learning. This includes: prepare and organise equipment and resources for each lesson taught; transitions between lessons; assessment activities and the provision of student feedback.

assessment activities and the provision of student feedback.

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching /small group	Small group lessons
Week 2	One Lesson	Two Lessons	Two lessons	Two – three lessons	Two-three lessons
Week 3	one session	One session	Two sessions	Two sessions	Two sessions
Week 4	Whole Day	Whole Day	Whole Day	Whole Day	Whole Day
Week 5	Whole Day	Whole Day	Whole Day	Whole Day	Whole Day
Week 6	Whole Day	Whole Day	Whole Day	Whole Day	Whole Day

This is the **suggested progression** and PEX2, however we understand that some modifications may be required (for example, excursions, or Friday may not be the most suitable whole teaching day due to sport and assembly).

Observation – observing Mentor Teacher and class (see observation tasks)

Small Group – a group of 6-8 children (could be maths or reading groups)

Co-teaching – teaching a part of a lesson with the Mentor Teacher
Whole Class Lesson – a scheduled lesson delivered to the whole class

Session – all lessons between breaks e.g. recess – lunch (this maybe one lesson or multiple lessons)

Whole Day – all lessons in the day

FOCUS TEACHING STANDARDS

As this is a pre-service teacher's final professional experience unit they are required to be assessed against all of the Australian Professional Standards for Teachers at Graduate level.

TEACHING PERFORMANCE ASSESSMENT (TPA)

The TPA is a summative, capstone teaching performance assessment that is now a AITSL requirement for all teacher education students in Australia. The primary objective of the TPA is to authentically assess a pre-service teacher's capabilities of classroom readiness and impact on student learning. Pre-service teachers will have the opportunity to illustrate their skills, knowledge, and positive pedagogical practices, drawing on a range of evidence to support your professional experience learning journey. The TPA must be undertaken by all pre-service teachers in their final professional experience placement.

There are three components to the WSU_TPA:

Element 1: Professional Experience Report (completed by mentor teacher)

Element 2: Case study report (completed by pre-service teacher)

Element 3: Presentation of evidence (completed by pre-service teacher after the completion of the professional experience placement).

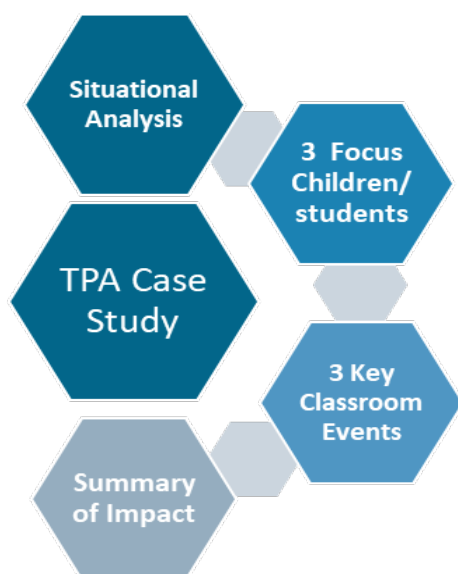
The presentation takes place before a panel of assessors.

E-Learning Portfolio

The TPA oral presentation will be supported by the pre-service teachers e-learning portfolio. Pre-service Teachers develop an e-learning portfolio showcasing evidence that demonstrates their successful accomplishment of AITSL Graduate Teacher Standards, and knowledge that supports classroom readiness.

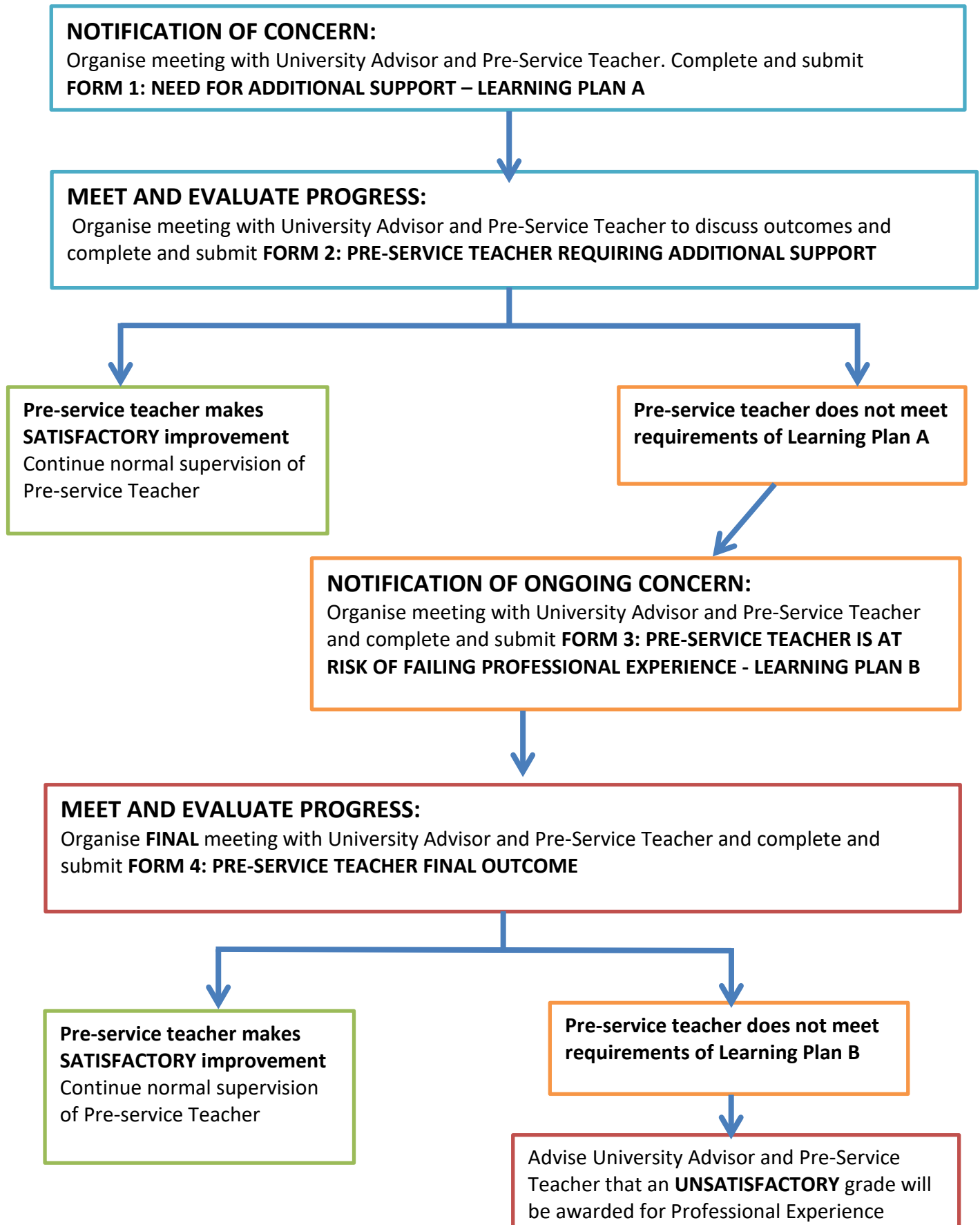
The four broad elements of the marking criteria for the TPA and e-learning portfolio are:

- Describe and analyse own teaching practices using artefacts and evidence
- Reflect on teaching practice and impact of own teaching on three students' learning
- Plan for own professional learning
- Communicate professional learning



COMPLETING THE PRE-SERVICE TEACHER REQUIRING ADDITIONAL SUPPORT OR AT RISK OF FAILING DOCUMENTATION

Progression Chart for Pre-service Teachers Requiring Additional Support or At Risk of Failing



Pre-service Teachers Requiring Additional Support

If a Pre-service Teacher is causing concern and requires additional support, the following process is to be followed:

Notification of Concern: if during *the first half of the placement*, the Mentor Teacher notices any issues they should:

- Discuss the concerns with the Pre-service Teacher, liaise with the University Advisor, so the Pre-service Teacher has support and advice throughout the process,
- Schedule a meeting day and time, and advise the School Professional Experience Coordinator, the Pre-service Teacher and the University Advisor of this date (these meetings can be conducted via zoom). At the meeting the Mentor Teacher should:
 - Discuss any progress noticed with the Pre-service Teacher,
 - Complete **Form 1: Need for Additional Support – Learning Plan A**, detailing and discussing main areas of concern,
 - Outline actions for the Pre-service Teacher to undertake, ensuring the expectations are understood and agreed to,
 - Provide details of the support to be provided by the Mentor Teacher
 - Indicate a suitable date for achievement (within a 4 to 5 day period)
 - Schedule a follow-up *Meeting* day and time, and advise the School Professional Experience Coordinator, the Pre-service Teacher and the University Advisor of this date,

Submit the **Form 1: Need for Additional Support – Learning Plan A** to the Professional Experience Office .

NOTE: **Form 1: Need for Additional Support – Learning Plan A** should ONLY be completed during the **first 10 days of the practicum**. From **Day 11** to 5 days prior to the completion date, Mentor Teachers should start the process from **Form 3: Pre-service Teacher is At Risk of Failing Professional Experience - Learning Plan B**

Meet and Evaluate Progress:

- Discuss any progress noticed with the Pre-service Teacher, following **Form 1: Need for Additional Support – Learning Plan A**,
- Complete **Form 2: Pre-service Teacher Requiring Additional Support** to indicate the outcome,
- If the outcome of the *Meeting* is favourable, tick off against the “**Satisfactory**” box, and
 - Submit the **Form 2: Pre-service Teacher Requiring Additional Support** to the Professional Experience Office.
 - **The Pre-service Teacher will now continue the practicum.**
- If the outcome of the *Meeting* is NOT favourable, tick the “**The Pre-service Teacher has not make significant improvement**”, and the Pre-service Teacher will be –

Notified of Ongoing Concern

- Immediately complete **Form 3: Pre-service Teacher is ‘At Risk of Failing Professional Experience’ - Learning Plan B** to advise the Pre-service Teacher of expectations for improvement.
- Schedule a follow-up *Meeting* day and time, and advise the School Professional Experience

Coordinator, the Pre-service Teacher and the University Advisor,

Submit the **Form 3: Pre-service Teacher is 'At Risk of Failing Professional Experience' - Learning Plan B** to the Professional Experience Office .

If beginning the support process after the mid way point of the placement the Mentor Teacher should:

- Discuss any progress issues with the Pre-service Teacher,
- Complete **Form 3: Pre-service Teacher is At Risk of Failing Professional Experience - Learning Plan B**
- Outline the actions for the Pre-service Teacher to undertake, ensuring the expectations are understood and agreed to,
- Provide details of the support to be provided by the Mentor Teacher,
- Indicate a suitable date for achievement (within a 3 to 5 day period),
- Schedule a follow-up *Meeting* day and time, and advise the School Professional Experience Coordinator, the Pre-service Teacher and the University Advisor of this date,
- Submit the **Form 3: Pre-service Teacher is At Risk of Failing Professional Experience - Learning Plan B** to the Professional Experience Office.

Meet and Evaluate Progress:

FINAL Meeting– to be completed **at least one week prior to the completion date** of the practicum. The Mentor Teacher should:

- Discuss progress of Pre-service Teacher, following **Learning Plan B**,
- If the outcome of the *Meeting* is favourable, tick off on the **Form 4: Pre-service Teacher Final Outcome** against the “**Satisfactory**” box, include comments in the space provided, and submit the form to the Professional Experience Office
- If the outcome of the previous *Meeting* is NOT favourable, tick off on the **Form 4: Form 4: Pre-service Teacher Final Outcome**, against the “**Unsatisfactory**” box, include comments in the space provided, and submit the form to the Professional Experience Office.

Need for Additional Support

LEARNING PLAN A

Meeting Date: _____

Unit: _____

Pre-service Teacher: _____

ID: _____

School: _____

Mentor Teacher: _____

WSU Advisor: _____

Establish goals/strategies for Pre-service Teacher to improve & set an appropriate timeframe for achievement.

	Areas Causing Concern	Action by the Pre-service Teacher	Support provided by the Mentor Teacher	Date for Achievement
1.				
2.				
3.				
4.				
5.				

Scheduled time, date and place of follow-up Meeting, where Form 2 is to be completed: _____

Signatures:

Pre-service Teacher: _____

Mentor Teacher: _____

University Advisor: _____

Additional Members: _____

Form 2 **School of Education**

Pre-service Teacher Requiring Additional Support

Meeting Date: _____ (To discuss outcomes of Learning Plan A)**Pre-service Teacher:** _____ **ID:** _____**Unit:** _____**School:** _____**Mentor Teacher:** _____ **Contact phone:** _____**Email:** _____**Additional Member/s:** _____**WSU Advisor:** _____**Name of person making notification:** _____

e.g. Name of Mentor teacher, PE Coordinator, WSU Advisor

Outcome of Learning Plan A Meeting:Following completion of the recommended actions on **Form 1: "Need for Additional Support – Learning Plan A"**: The Pre-service Teacher is likely to make '**Satisfactory**' progressOutcome recorded by: Mentor Teacher WSU Advisor

Please sign and forward this form to the Professional Experience Office

 The Pre-service Teacher **has not** made significant improvement.To advise the Pre-service Teacher of expectations for improvement, immediately complete **Form 3: Pre-service Teacher is At Risk of Failing Professional Experience - Learning Plan B.**Outcome recorded by: Mentor Teacher WSU Advisor**Signatures****Mentor Teacher:** _____**Pre-service Teacher:** _____**WSU Advisor:** _____

Pre-service Teacher is At Risk of Failing Professional Experience

LEARNING PLAN B

Meeting Date: _____

Unit: _____

Pre-service Teacher: _____

ID: _____

School: _____

Mentor Teacher: _____

WSU Advisor: _____

Establish goals/strategies for Pre-service Teacher to further improve & set an appropriate timeframe for achievement.

	Areas Causing Concern	Action by the Pre-service Teacher	Support provided by the Mentor Teacher	Date for Achievement
1.				
2.				
3.				
4.				
5.				

Scheduled time, date and place of follow-up Meeting, where Form 4 is to be completed: _____

Signatures:

Pre-service Teacher:

Mentor Teacher:

University Advisor:

Additional Members:

School of Education

Form 4

Pre-service Teacher Final Outcome

Meeting Date: _____ (To discuss outcomes of Learning Plan B)**Pre-service Teacher:** _____ **ID:** _____**Unit:** _____**School:** _____**Mentor Teacher:** _____ **Contact phone:** _____**Email:** _____**Additional Member/s:** _____**WSU Advisor:** _____**Name of person making notification:** _____

e.g. Name of Mentor teacher, PE Coordinator, WSU Advisor

Outcome (please tick one): Pre-service Teacher is likely to make “**Satisfactory**” progress**Comments:**

 Pre-service Teacher will receive an “**Unsatisfactory**” Grade in the Professional Experience**Comments:**

Outcome recorded by: Mentor Teacher University Advisor**Signatures****Mentor Teacher:** _____**Pre-service Teacher:** _____**WSU Advisor:** _____

GRADUATE TEACHER STANDARDS

EVIDENCE GUIDE TO SUPPORT PROFESSIONAL EXPERIENCE

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
1	Know students and how they learn	The teacher education student ...	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> • Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • Identifies achievable learning goals for students • Demonstrates a developing awareness of differences in students' learning styles and needs • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching 	<ul style="list-style-type: none"> • Identifies students' specific physical, social and intellectual learning needs • Communicates and interacts in ways appropriate to students' development stages • Makes modifications to delivery depending on students' physical, social and intellectual development • Considers and makes modifications to the learning environment depending on physical, social and intellectual development • Uses a variety of resources to account for the learning style and needs of students • Plans differentiated work for students (modified and extension)
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> • Identifies current research into how students learn and the implications for teaching 	<ul style="list-style-type: none"> • Applies knowledge of current research to inform teaching strategies • Applies knowledge of research on how students' skills, interests and prior achievements affect learning
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<ul style="list-style-type: none"> • Shows an awareness of the need to differentiate teaching strategies based on student diversity • Is aware that schools have programs and policies relating to inclusivity • Begins to incorporate global issues into lessons and unit planning • Displays cultural sensitivity 	<ul style="list-style-type: none"> • Uses effective questioning or other techniques to engage students from diverse backgrounds • Plans for and respects the diversity of all students within the classroom • Uses culturally sensitive resources, language and strategies in teaching practice • Presents controversial issues in a sensitive manner • Encourages students to express and explore their values and attitudes in a sensitive manner

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<ul style="list-style-type: none"> • Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds 	<ul style="list-style-type: none"> • Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance • Integrates culturally sensitive resources, language and strategies in teaching practice
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<ul style="list-style-type: none"> • Is aware of the need to differentiate teaching to meet the different learning needs of all students • Develops lessons that meet the different needs of all students 	<ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities • Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students • Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> • Is aware of and discusses disability legislative requirements • Discusses how the learning needs of students with different disabilities could be met • Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities • Complies with disability legislative requirements • Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 	<ul style="list-style-type: none"> • Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs • Develops a sequence of learning experiences that support the learning of all students with a disability • Complies with disability legislative requirements • Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
2	Know the content and how to teach it	The teacher education student ...	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> Clearly articulates and accurately explains the content of the lesson Accurately answers content-related questions from students Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context 	<ul style="list-style-type: none"> Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents
2.2.1	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> Plans individual lessons clearly and logically Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program 	<ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> Uses the school program as a basis for designing effective lesson plans and assessment of learning Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly 	<ul style="list-style-type: none"> Designs assessments which show clear links to the teaching and learning program and reporting cycle Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions 	<ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement 	<ul style="list-style-type: none"> • Develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement • Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful • Can incorporate ICT resources into lessons to enhance students' learning 	<ul style="list-style-type: none"> • Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (eg project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software)
3	Plan for and implement effective teaching and learning	The teacher education student ...	
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> • Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs • Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students 	<ul style="list-style-type: none"> • Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities • Differentiates curriculum in lesson plans • Knows when students have or have not attained a learning goal

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher Reflects with their supervising teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning 	<ul style="list-style-type: none"> Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with their supervising teacher on lesson/unit delivery to enhance student learning Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences Takes into account the supervising teacher's feedback in relation to content and student management to plan future learning
3.3.1	Include a range of teaching strategies.	<ul style="list-style-type: none"> Plans and incorporates a range of teaching strategies Includes a basic range of teaching strategies 	<ul style="list-style-type: none"> Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management Demonstrates the ability to plan and incorporate a range of teaching strategies Includes an extended range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher 	<ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice Uses a variety of technologies to engage students Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian English • Implements the use of vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning • Begins to acknowledge and develop student responses in an inclusive manner • Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates and models non-verbal forms of communication, in consultation with the supervising teacher 	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian English • Effectively uses vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding • Acknowledges and logically develops student responses in an inclusive manner • Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (eg observational data) • Develops a range of strategies to cater for the diverse range of learners within the class • Accesses assessment criteria in consultation with the supervising teacher • Reflects on lessons to inform future planning and to improve pedagogy • Describes broad strategies that can be used to evaluate teaching to improve student learning 	<ul style="list-style-type: none"> • Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment • Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class • Informs students by accessing and deconstructing explicit quality criteria for assessment • Reflects on lesson to inform future planning and improve pedagogy • Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> • Communicates effectively with parents/carers in the classroom • Consults with the supervising teacher in order to understand school-home connections (eg the school homework policy) • In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance • Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities • Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers • Describes strategies for involving parents/carers in the educative process 	<ul style="list-style-type: none"> • Encourages parents/carers to visit the classroom and school • Interacts professionally and respectfully with parents/carers • Connects school learning to the home context • Draws on resources within the community to enhance lesson/unit content • Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities • Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers • Describes strategies for involving parents/carers in the educative process
4	Create and maintain supportive and safe learning environments	The teacher education student ...	
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> • Discusses strategies with the classroom teacher • Communicates value and respect for students as individuals and learners • Trials and reflects upon the success of strategies to support student engagement 	<ul style="list-style-type: none"> • Contributes to an inclusive classroom where all students are acknowledged as individuals • Models an enthusiastic and positive attitude towards teaching and learning • Demonstrates effective strategies for engaging students
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> • Has learnt and uses students' names • Records observations and discusses classroom routines • Records observations and discusses techniques that teachers use to support student time spent on learning tasks • Trials and reflects upon the implementation of classroom management strategies 	<ul style="list-style-type: none"> • Employs classroom routines consistently to maximise student learning • Plans and delivers lessons that are timed and sequenced to meet the needs of the students • Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> • Remains calm and fair • Discusses student management techniques that are appropriate and consistently applied • Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches • Understands the need to establish and work within an identifiable welfare/classroom management system 	<ul style="list-style-type: none"> • Plans engaging learning activities that motivate and engage students • Demonstrates an understanding of situations that trigger challenging behaviour • Applies student management techniques that are fair, appropriate and consistent • Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context • Demonstrates a range of strategies to refocus students
4.4.1	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	<ul style="list-style-type: none"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Trials and reflects upon practices for student well-being after discussion with the supervising teacher 	<ul style="list-style-type: none"> • Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Demonstrates the management of student behaviour and safety in accordance with mandatory policies
4.5.1	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"> • Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (eg awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) 	<ul style="list-style-type: none"> • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law • Responds appropriately when there is evidence of unethical student use of ICT

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
5	Assess, provide feedback and report on student learning	The teacher education student ...	
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> • Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher • Records and uses assessment information informally (eg observations of student learning and/or work samples) to monitor student learning 	<ul style="list-style-type: none"> • Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning • Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<ul style="list-style-type: none"> • Gives constructive and purposeful feedback to students about their learning progress • Provides appropriate encouragement to students 	<ul style="list-style-type: none"> • Builds appropriate reinforcement and feedback into lesson plans • Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting)
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> • Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics • Develops from their supervising teacher an understanding about school or system assessment and moderation policies 	<ul style="list-style-type: none"> • Understands the process of moderation and the principle of ensuring consistent teacher judgement • Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities • Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> • Considers the types of evidence required to effectively evaluate student learning • Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher 	<ul style="list-style-type: none"> • Bases lesson reflections on the evidence gathered through assessment tasks • Explains how assessment data has been applied to their planning and teaching practice
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<ul style="list-style-type: none"> • Discusses student achievement with the supervising teacher • Is familiar with the school's reporting procedures and policies 	<ul style="list-style-type: none"> • Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures • Employs a variety of methods to record evidence gathered through assessment activities

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6	Engage in professional learning	The teacher education student ...	
6.1.1	Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	<ul style="list-style-type: none"> • Is familiar with the <i>Australian Professional Standards for Teachers</i> and how they frame teaching practice • Engages in self-reflection about aspects of professional knowledge, practice and engagement • Identifies personal learning goals in relation to the standards 	<ul style="list-style-type: none"> • Develops a professional portfolio of evidence supporting claims against each of the <i>Australian Professional Standards for Teachers</i> at Graduate level • Identifies personal learning goals in relation to the standards
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	<ul style="list-style-type: none"> • Seeks opportunity within the school for professional learning through discussions with staff • Attends professional meetings 	<ul style="list-style-type: none"> • Contributes to staff and curriculum meetings where appropriate • Participates in professional teams
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<ul style="list-style-type: none"> • Sets short-term teaching goals in discussion with their supervising teacher • Receives constructive feedback in a positive and professional manner • Acts promptly in applying feedback to improve teaching practices 	<ul style="list-style-type: none"> • Receives constructive feedback in a positive and professional manner, and acts upon it promptly • Sets realistic short- and long-term goals with their supervising teacher • Realistically analyses the extent to which they have achieved their learning goals
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> • Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 	<ul style="list-style-type: none"> • Engages innovatively within the limits of their responsibilities and capabilities • Demonstrates a commitment to teaching and to continuous improvement of their practice • Recognises that teachers are agents of their own professional learning • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
7	Engage professionally with colleagues, parents/carers and the community	The teacher education student ...	
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul style="list-style-type: none"> Behaves ethically and respects the confidentiality of student and school information Communicates effectively and interacts professionally with colleagues Reflects on personal and professional ethical practice 	<ul style="list-style-type: none"> Demonstrates knowledge of the relevant codes of ethics that underpin their educational context Reflects critically on personal and professional practice Communicates effectively and interacts professionally with colleagues
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<ul style="list-style-type: none"> Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies Describes relevant legislative, administrative and organisational policies and processes 	<ul style="list-style-type: none"> Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<ul style="list-style-type: none"> Employs appropriate and respectful professional communication with school staff, visitors, parents and carers Describes strategies for working effectively with parents/carers 	<ul style="list-style-type: none"> Establishes respectful collaborative relationships through the use of appropriate language, tone and body language Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and parents/carers Describes strategies for working effectively with parents/carers
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> Shows willingness to participate with school staff in a range of activities Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice 	<ul style="list-style-type: none"> Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development