



# **PROFESSIONAL EXPERIENCE HANDBOOK 2024**

**MASTER OF TEACHING (BIRTH - 12 YEARS)**  
**MASTER OF TEACHING (PRIMARY)**  
**MASTER OF TEACHING (SECONDARY)**

# Welcome

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## PRINCIPALS, SCHOOL PROFESSIONAL EXPERIENCE COORDINATORS AND MENTOR TEACHERS

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.

## PRE-SERVICE TEACHERS

This is the opportunity for you to put into practice the extensive breadth and depth of knowledge you have gained whilst at university so far. Placement opportunities are a time for you to shine and explore who you are as a teacher, furthering your development as a successful educator.

Your Mentor Teachers on placement will play a significant role in such development, as they help you navigate the day-to-day activities of a practicing teacher and the expectations of the school setting.

To make this the best possible experience for all, it is important to maintain close contact with your University Advisor. Be in regular contact with your university advisor so that we may adequately support you.

## 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 Pre-service Teachers can 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](https://aitsl.edu.au/teach/standards)

## CONTACT DETAILS

### PARTNERSHIPS & ENGAGEMENT TEAM

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## PROFESSIONAL EXPERIENCE SUBJECTS

Pre-service Teachers engage in ongoing professional practice throughout their degree. As part of their degree, PST complete several subjects related to the pedagogy of teaching.

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, information on recommended Induction is available <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers>
- 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 WSU 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 WSU 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 mentor 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 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/s, 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.

- consider 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. It is expected that the Pre-service Teacher receives written feedback every day when teaching.

### Report Completion

**The completion of the interim and final report is the responsibility of the Mentor Teacher.**

The Interim and Final Report will be emailed directly to the School Professional Experience Coordinator. The Interim report is to provide feedback on the Pre-service Teacher's progress and is completed at

the end of week 3 of placement. 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 subject'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 aspects of their lessons and offer a discussion point when reviewing lessons taught.

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

## PRE-SERVICE TEACHERS

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

- complete all mandatory/ requirements for placement.
- understand 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.
- contact 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:

- familiarise themselves with the school community including staff and students, and the school and classroom environment.
- discuss with the Mentor Teacher overall aims and purposes of the placement, personal goals, teaching schedules, programs, and units of work for host class.
- establish clear communication channels with their mentor teacher and university advisor.

### 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 and TPA.

## EXPECTATIONS WHILST ON PROFESSIONAL EXPERIENCE

### Pre-service Teacher Profile

It is a requirement that Pre-service Teachers complete a profile sheet and send this to their placement school and University Advisor before placement starts. This profile is a way of introducing the Pre-service Teacher to the school and advisor.

### Planning Reminders and Additional Expectations

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 are:

- Not permitted to teach any lesson unless the associated lesson plan or daybook\* is presented to, approved as satisfactory, signed, and dated by their Mentor Teacher.
- Required to submit lesson plans and daybooks\* a minimum of 24 hours prior to teaching (excluding weekends).
- Required to complete playground and/or other duties with their Mentor Teacher.

- Expected to attend Staff Meetings as requested by the school.
- To participate in activities that would be required of the classroom teacher, for example, excursions and sporting events.
- To undertake moving students from the playground to other activities (e.g., collection of students after lunch, guiding to assembly etc.)

**\*Daybooks used in PE2 and PEK-6 only**

## **WORKING PORTFOLIO**

Throughout the professional experience placement, Pre-service Teachers are expected to maintain a **Working Portfolio** containing the following:

- Cover sheet with details of the practicum – school, dates, names and contact details for Mentor Teacher, School-based Professional Coordinator and Principal.
- Copy of their teacher profile sheet.
- Anaphylaxis certificate.
- Working with children check details (email).
- Information about the class, school, and community (Situational Analysis), including a school map.
- Class details such as class student list, class timetable, and general assessment information
- Planning Information: Any information provided by Mentor Teacher about class/stage program, scope and sequences, class data etc.
- All lesson plans and daybooks developed throughout the placement.
- Mentor Teacher feedback sheets signed by both Mentor Teacher and Pre-service Teacher.
- Feedback sheets with Pre-service Teacher's reflections completed for each.
- Attendance Register / timesheet (dependent on individual School preferences, for example some schools like this kept at the admin office).

The Pre-service Teacher's folder can either online or hard copy It should be at School every day and available to the Mentor Teacher and University Advisor. This is not submitted for assessment, but Pre-service Teachers are required to keep their planning, documentation, and resources in a neat and accessible way.

## 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)**
- **Working with Children Check clearance (Service NSW)**
- **Working with Children Check verification (DoE)**
- **Child Protection Awareness Training (DoE)**
- **Mandatory annual Child Protection Training (DoE)**
- **Acknowledgement of DoE Code of Conduct**

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 (LANTITE)

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 enrolled in their final Professional Experience 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, and 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.

Some PE2 students can complete their final placement in a school where there are employed under Conditional Accreditation as a class teacher, this does not come under the same conflict of interest policy. If you require further information

about this, please contact the Partnership and Engagements team.

**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 and have this initialed by their Mentor Teacher. 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.

If a Pre-service Teacher is unable to attend professional experience, contact must be made to the school and their university advisor by 8.00am of the day of absence.

If a Pre-service Teacher is absent for any reason the **Absence from Professional Experience E-Form** must be completed by the Pre-service Teacher and the Attendance Register noted and signed by the Mentor Teacher. The Attendance Register must also reflect 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. In negotiation with the 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 number 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 requirements with which the pre-service teacher 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, 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 always supervised by a qualified teacher 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: [https://www.westernsydney.edu.au/ir/inherent\\_requirements/inherent\\_requirements\\_for\\_teaching\\_courses\\_postgraduate](https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate)

## PLACEMENT REASONABLE ADJUSTMENT PLANS (PRAP)

Occasionally, the University is legally bound to put into effect a support plan known as a PLACEMENT REASONABLE ADJUSTMENT PLANS (PRAP).

These plans are individually prepared for Pre-service Teachers who require certain adjustments when undertaking a professional experience placement. Pre-service Teachers must still be able to fulfil the university's inherent requirements within the placement.

Prior to placement, Pre-service Teachers with a PIP are encouraged to meet with the Professional Experience Subject Coordinator to discuss any possible restrictions on their ability to perform certain tasks, and any necessary, reasonable adjustments to maximise their participation and success during the placement.

The host school will be notified prior to the commencement of placement if a Pre-service Teacher requires adjustments because of an active PRAP.

Once a PRAP has been approved, it is a legal document whose guidelines and adjustments must be actioned by the University, the Pre-service Teacher and the School hosting the professional experience placement.

## WORKPLACE 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 Workplace Health and Safety Policy  
<https://education.nsw.gov.au/policylibrary/policies/work-health-and-safety-whs-policy>

### Accidents

Pre-service Teachers who sustain injuries during their Professional Experience placement should immediately seek medical care and follow the reporting procedures within their placement school. Once the injury is reported to the school, pre-service teachers need to contact the University Advisor or the Professional Experience Office for instructions on submitting an accident report to WSU Insurance.

## 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 to organise resources and to be available for discussion and planning with the supervising teacher.
- Participate fully within the life of the school 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.
- Always demonstrate professional behaviour, 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, the mentor teacher should openly address this 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 students/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. Mentor Teachers should initial or sign each lesson plan or daybook they sight.

## PRE-SERVICE TEACHER: IMPORTANT CONSIDERATIONS

- Professional experience, like the teaching profession, requires a commitment of time. Pre-service Teachers will be expected to be at the placement full time for several weeks; they need to fully commit to professional experience and treat it like a job.
- If work/childcare issues impact on attending placement full-time, the Pre-service Teacher may need to consider deferring until the next semester. This advice prioritises everybody's well-being. It is difficult to attend professional experience for 40 hours a week and try to also work another 30 hours. It is also stressful when caregivers may need to leave placement at 3pm to collect children from another school before 3:30pm.
- Pre-service Teachers need to see themselves as a teacher but at the same time respect the knowledge of more experienced peers.
- Travel time considered reasonable for professional experience placement may be up to 90 minutes from home.
- Like the teaching profession, professional experience will require preparation time before and after school hours, for example lesson planning, researching to understand teaching and learning content, and organising resources. Pre-service Teachers should be prepared to make many changes to lesson plans, teaching strategies and management strategies repeatedly.
- The Mentor Teacher will provide Pre-service Teachers will feedback on planning and teaching. It is important to be willing to respectfully accept advice and be able to reflect and make changes to teaching practices in line with this advice.

# 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 Subject 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 TEACHER REQUIRING ADDITIONAL SUPPORT OR AT-RISK OF FAILING PROCESS

The 'At Risk' Process is structured to offer support to pre-service teachers encountering difficulties in meeting the requirements of their professional experience. Further information about the process, including the necessary forms, can be found [here](#).

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
- **Subject and teaching requirements** and standards as documented in subject 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 several concerns be identified and/or the pre-service teacher does not respond to feedback the Pre-service Teacher **must** be identified as **"Requiring Additional Support"** and the procedures must be followed.

### 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).

The document will need to identify: the areas of concern, recommend goals / actions for the Pre-service Teacher to show significant improvement in these areas; the support that is to be provided by the Mentor Teacher, and the date to review achievement of the assigned goals (usually in 5 days' time).

### Outcomes of the Requiring Additional Support (RAS) process

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 form.

If satisfactory progress has not been made, continue to the At-Risk process.

### 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.

Only in documented exceptional circumstances and at the discretion of the Director Academic Program – Professional Experience, may a Pre-service Teacher be permitted to undertake up to 5 or a reasonable number of extra professional experience block days if it is considered by the University Advisor and the professional experience subject coordinator that the Pre-service Teacher can be expected to achieve a satisfactory professional experience result in this time.

If concerns arise during the last 10 days of placement but before the final 3 days, Pre-service Teachers may be placed "At Risk of Failing Professional Experience" without first going through the Requiring Additional Support process.

**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 regarding the final grade. In the event of

**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.**

agreement not being reached, the final decision is the responsibility of the university.

**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 leaving 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 subject.

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.

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 Subject 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 (in the appendix of this document). It indicates the range of evidence you can use when making your assessment of each descriptor.

## TEACHING PERFORMANCE ASSESSMENT (TPA)

The TPA is a summative, capstone teaching performance assessment that is now an AITSIL 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

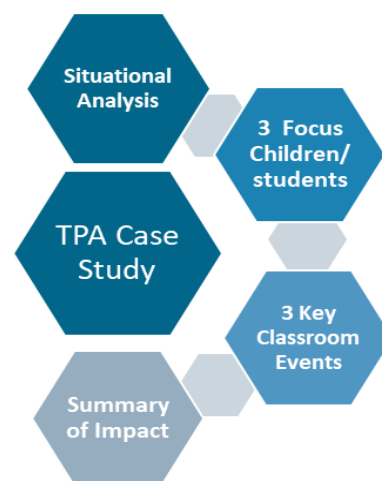
This is the final Professional Experience Report completed by mentor teacher. It is expected that a Pre-service Teacher will have achieved a 'Developed' against the majority of the Teaching Standards in this report. The Pre-service teacher must achieve an overall Satisfactory on this Report.

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

The case study report encompasses three key classroom events over a four-week period that enables the Teacher Education Student to examine student learning in the classroom and the impact of their teaching on student learning from a variety of theoretical and practical perspectives.

The case study report consists of:

- Situational Analysis: the school, class, and community sociocultural background
- Overview of the three Case Study Participants (students): socio-cultural background, analysis from assessment data of student achievement and needs.
- Three key classroom events, each with
  - a) Lesson plan
  - b) Pre-lesson Discussion form
  - c) Lesson observation feedback, including evaluation and reflection.
  - d) Post Lesson Discussion form
- Summary of Impact
- Appendices



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

In the presentation, the Pre-service Teacher demonstrates fulfilment of the Graduate Teacher Standards, an evaluation of their impact on student learning and the Teacher Education Student's classroom teaching readiness drawn from evidence in their Case Study Report based on the three key classroom events and showing connections between assessment and relevant components of the Standards.

The presentation takes place before a panel of assessors.

### **The Mentor Teacher's role in the TPA**

Mentor teachers will have an indirect role in supporting their Pre-service Teacher to undertake the WSU\_TPA during their final professional experience.

Although the WSU\_TPA is marked at the university, Mentor Teachers can support pre-service teachers in the process by:

- Familiarising themselves with the WSU\_TPA, in particular the tasks associated with Element 2: Case Study Report
- Understanding the relationship of the final professional experience report to the WSU\_TPA as complementing a pre-service teacher's demonstration of their teaching performance and achievement of Graduate Teaching Standards.
- Assisting pre-service teacher to incorporate the components of the Case Study Report and the associated tasks into the timeframe of the final professional experience placement.
- Providing feedback and assessment reports to the university Professional Experience Office.

It is not expected that Mentor Teachers will have additional workload in supporting a pre-service teacher completing the WSU\_TPA. Discussions on teaching, planning, students' needs, and the provision of feedback are all normal expectations of a professional experience placement.

### **The ultimate responsibility for completing the Teaching Performance Assessment lies with the Pre-service Teacher.**

The four broad elements of the assessment criteria for the WSU\_TPA 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 professionally.

The following pages contain the unit specific requirements for each professional experience unit.

# TEAC7106 PROFESSIONAL EXPERIENCE K-6

## OVERVIEW

Professional Experience K-6 provides Pre-service Teachers with a professional experience placement in a primary school, building on their prior experience in early childhood and community-based settings. The professional experience component of this subject consists of a total of 30 days.

Pre-service Teachers will link theory and practice while exploring issues involved in understanding the needs of learners within specific school and classroom contexts.

Pre-service Teachers will engage in the culture of schools to gain an understanding of how schools and classrooms operate. This professional experience placement provides opportunities for Pre-service Teachers to observe and engage in classroom organisation, classroom management strategies, lesson planning and delivery, student/teacher interactions, and making relevant links to primary school curriculum.

## Subject Learning Outcomes

After successful completion of Subject TEAC7106 Professional Experience K-6, Pre-service Teachers will be able to:

1. Demonstrate understanding of and sensitivity to students' diverse social and cultural contexts, languages and dialects and physical, social, and intellectual development, and use this information to inform meaningful and inclusive curriculum planning, including additional literacy and numeracy support.
2. Design sequences of experiences or lessons and units of work that apply knowledge of curriculum content and pedagogies, including science and technology, utilising a range of resources that link meaningfully with NSW Education Standards Authorities documents and the Australian Curriculum.
3. Apply assessment moderation principles to monitor students' progress towards meeting learning outcomes, establish clear, achievable goals for future learning that provide achievable challenges for children of different abilities, and share feedback and goals with students and their families.
4. Evaluate lessons, experiences and units of work and use these evaluations to inform future curriculum planning and practice.
5. Implement appropriate pedagogies including a range of grouping strategies, questioning techniques, and prosocial guidance strategies designed to support student learning and promote student engagement and positive behaviours.
6. Communicate ethically and professionally with staff, students, and families, including those from culturally and linguistically diverse backgrounds, and demonstrate evidence of collegial teamwork.
7. Critically reflect on own learning, cultural assumptions in own teaching and schooling practices, feedback from field-based and university-based supervising teachers, and the National Professional Standards framework to develop and enact professional goals and utilise external professionals and community representatives to broaden professional knowledge and practice.
8. Demonstrate understandings of the relevant legislative, administrative and organisation policies required for teachers and understandings of students' wellbeing and safety including the safe and responsible use of tools and Information and Communication Technologies.
9. Understand the responsibilities of teachers in relation to disability and identify strategies for collaborating with families and other professionals to negotiate learning outcomes and make reasonable adjustments to learning experiences.
10. Utilise Aboriginal English as an Additional Language or Dialect and other support personnel and Indigenous and bilingual community organisations as appropriate to improve educational outcomes for all students.
11. Demonstrate academic literacy and numeracy for professional application.

## PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

Pre-service Teachers will complete several 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 One** – Observe classroom organisation, teaching strategies and get to know students. Teach small groups and/or co-teach with Mentor Teacher using Mentor Teacher's program.

**Week Two** - Pre-service Teachers should complete teaching of whole class lessons using Mentor Teacher's program/lessons. Co-teaching can continue all this week to support Pre-service Teacher's development and understanding of the class.

**Week Three & Four**- Pre-service Teachers should complete teaching **involving planning, preparing of resources and class organisation**.

**Week Five & Six** – Pre-service Teachers should take on the majority of planning, teaching and organisation of resources.

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Observation	Co-teaching /small group	Co-teaching /Small group
Week 2	Co -teaching	Co-teaching	One whole class lesson	One whole class lesson	One whole class lesson
Week 3	One whole class lesson	One whole class lesson	Two lessons	Two lessons	One session
Week 4	One session	One session	Two sessions	Two sessions	Two sessions
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 minimum teaching requirements for PEK-6; 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).

## PLANNING REQUIREMENTS

In PEK-6 it is expected:

- Mentor Teachers share and/or provide examples of teaching programs and planning materials to support the PST's development in this area.
- Co-teaching is used to support the PST's developing confidence and skills in the classroom.

## OBSERVING OTHER CLASSES

As this is the pre-service teachers only school placement, we ask that they be offered the opportunity to observe other classes/stages. Pre-service teachers have a number of observation tasks to complete related to this.

## FOCUS TEACHING STANDARDS

As this is a pre-service teacher's final professional experience subject, they are required to be assessed against all the Australian Professional Standards for Teachers at Graduate level. Mentor Teachers will be asked to complete an Interim Report at the end of week 3 and then the pre-service teacher's Final Report during the last days of the professional experience. When completing the report please refer to the "final professional experience placement" column in the evidence guide on page 29 of this document.

**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

During the professional experience placement, Pre-service Teachers are expected to have taught, if possible, across all subjects/KLAs. It is acknowledged that some schools plan on a semester basis so we are aware that some areas may not automatically be included.

# TEAC7154 PROFESSIONAL EXPERIENCE 1 (PRIMARY)

## OVERVIEW

Primary Professional Experience 1 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 Practice 1 has a six-week (30 day) placement component.

After successful completion of Primary Professional Practice 1 Subject, Pre-service Teachers will be able to:

1. Plan lessons that demonstrate knowledge of students, learning theory, quality teaching, Australian Curriculum and NSW Syllabus documents.
2. Implement lessons that use appropriate pedagogies to engage diverse learners and address learning outcomes.
3. Create and maintain safe and challenging learning environments using classroom management theories and strategies.
4. Communicate and interact effectively with students, by recognising and responding to the diversity of learners and learning contexts including Aboriginal and Torres Strait Islander students, students with special education needs, students from a non-English speaking background and students with challenging behaviours.
5. Demonstrate the ability to contextualise content across curriculum.
6. Utilise appropriate resources including ICTs and other technologies to foster students' engagement and to support learning.
7. Communicate ethically and professionally with staff and demonstrate evidence of collegial teamwork.
8. Critically reflect on own learning and feedback from school-based and university-based teacher educators to assess their teaching performance with the Australian Professional Standards for Graduate Teachers.
9. Apply knowledge and understanding of mandatory policies including child protection; Work, Health, and Safety; and welfare and discipline.
10. Demonstrate academic literacy for professional application.

## PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

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 One** – Observe classroom organisation, teaching strategies and get to know students. Teach small groups and/or co-teach with Mentor Teacher using Mentor Teacher's program.

**Week Two** - Pre-service Teachers should complete teaching of whole class lessons using Mentor Teacher's program/lessons. Co-teaching can continue all this week to support Pre-service Teacher's development and understanding of the class.

**Week Three & Four**- Pre-service Teachers should complete teaching **involving planning, preparing of resources and class organisation**.

**Week Five & Six** – Pre-service Teachers should take on the majority of planning, teaching and organisation of resources.

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Observation	Co-teaching /small group	Co-teaching /Small group
Week 2	Co -teaching	Co-teaching	One whole class lesson	One whole class lesson	One whole class lesson
Week 3	One whole class lesson	One whole class lesson	Two lessons	Two lessons	One session
Week 4	one session	One session	Two sessions	Two sessions	Two sessions
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 minimum teaching requirements for PE1; 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

## PLANNING REQUIREMENTS

In PE1 it is expected:

- Mentor Teachers share and/or provide examples of teaching programs and planning materials to support the PST's development in this area.
- Co-teaching is used to support the PST's developing confidence and skills in the classroom.
- Pre-service Teachers are expected to use lesson plans for each lesson they plan and teach. These must be submitted to the Mentor Teacher 24hrs in advance of teaching.

**During the professional experience placement Pre-service Teachers are expected to have taught, if possible, across all subjects. It is acknowledged that some schools plan on a semester basis so we are aware that some areas may not automatically be included.**

## FOCUS TEACHING STANDARDS

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

Mentor Teachers will be asked to complete an Interim Report at the end of week 3 and then the pre-service teacher's Final Report during the last days of the professional experience. When completing the report please refer to the "Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement" column in the evidence guide on page 29 of this document.

# TEAC7155 PROFESSIONAL EXPERIENCE 2 (PRIMARY)

## OVERVIEW

Primary Professional Experience 2 is a final capstone subject in your Master of Teaching course. The aim of this subject is to enable education students to proactively engage in real-life educational settings to learn and enhance their professional development as a future teacher. Pre-service teachers will also have the opportunity to reflect on the teaching and learning cycle and refine competencies as a beginning teacher under the supervision of qualified educators. This subject includes the TPA (Teaching Performance Assessment) which is designed to assess Teacher Education Students teaching as measured by the Australian Professional Standards for Teachers at the Graduate level. Subject outcomes are:

1. Apply knowledge of student diversity, current research, quality teaching, Australian Curriculum and NSW Syllabus documents to competently plan, deliver, assess, and evaluate lesson sequences and units of work.
2. Implement a wide range of differentiated lessons using appropriate pedagogies to engage diverse learners and address learning goals.
3. Propose ideas/solutions to enhance safe and challenging learning environments based on relevant theories, policies, and practices.
4. Utilise appropriate resources including ICTs and other technologies to foster students' engagement and to support learning.
5. Communicate ethically and professionally with students, peers, staff, families, and community.
6. Identifies a range of appropriate professional associations and how they can contribute to professional learning and improve teaching practices to support student learning.
7. Compiles a range of strategies to build and maintain teacher wellbeing and resilience.
8. Use evidence-based approaches to reflect and evaluate their professional practice that demonstrate the achievement of the professional teaching standards for graduates.

## FOCUS TEACHING STANDARDS

As this is a pre-service teacher's final professional experience subject, they are required to be assessed against all the Australian Professional Standards for Teachers at Graduate level. Mentor Teachers will be asked to complete an Interim Report at the end of week 3 and then the pre-service teacher's Final Report during the last days of the professional experience. When completing the report please refer to the "final

## 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.

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 co-teaching/small group teaching from the Mentor Teacher's planned program (planning lessons based on Mentor Teacher's program).

**Week Two** – Pre-service Teachers plan and implement teaching from the Mentor Teacher's planned program (planning lessons based on Mentor Teacher's program).

**Week Three** – Pre-service Teachers should complete teaching involving planning, preparing of resources and class organisation.

**Weeks Four to Six** – Pre-service Teachers will work with the Mentor Teacher to develop a 3-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.

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching /small group	Small group lessons
Week 2	One Lesson	One Lesson	Two Lessons	Two Lessons	Two 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 minimum teaching requirements for PE2; 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).

# TEAC7154 PROFESSIONAL EXPERIENCE 1 (SECONDARY)

## OVERVIEW

The aims of Secondary Professional Experience is to enable pre-service teachers to proactively engage in real-life educational settings to learn and enhance their professional development as a future teacher. This subject provides the opportunity to explore the relationship between practical and theoretical knowledge of teaching. This subject will provide you with an opportunity to explore ranges of learning activities that occurs inside and outside the classrooms and the roles of the teaching and non-teaching staff within the school. Through ongoing observation, supervised teaching and contribution in the wider school community, the subject ensures pre-service teachers work towards the achievement of the national standards for a graduate teacher. Subject outcomes:

1. Understand how schools and classrooms are organised and managed.
2. Understand relevant legislative, administrative, and organisational policies and processes.
3. Plan lessons that demonstrate knowledge of students, learning theory, quality teaching, Australian Curriculum and NSW Syllabus documents, with support from senior educators.
4. Propose ideas/solutions to enhance safe and challenging learning environments based on relevant theories, policies, and practices.
5. Utilise appropriate resources including ICTs and other technologies to foster students' engagement and to support learning, with guidance from senior educators.
6. Interact ethically and professionally with staff, students, peers, and the broader school community.
7. Reflect on own learning and feedback from senior educators to develop their teaching performance with the Australian Professional Standards for Graduate Teachers.
8. Implement required lessons that use appropriate pedagogies to engage diverse learners and address learning goals, with support from senior educators.

## FOCUS TEACHING STANDARDS

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

Mentor Teachers will be asked to complete an Interim Report at the end of week 3 and then the pre-service teacher's Final Report during the last days of the professional experience. When completing the report please refer to the "Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement" column in the evidence guide on page 29 of this document.

## PROFESSIONAL EXPERIENCE PLACEMENT REQUIREMENTS

**Week One:** Pre-service Teachers will complete observation of classes 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 teaching of whole class lessons using Mentor Teacher's program/lessons. Co-teaching can continue all this week to support Pre-service Teacher's development and understanding of the class.

**Week Three & Four-** Pre-service Teachers should complete teaching **involving planning, preparing of resources and class organisation.**

**Week Five & Six –** Pre-service Teachers should take on a half teaching load. (Typically, a full teaching load of 28 periods of 40 minutes' duration + 3 periods of sport per week). It is therefore expected that **a half teaching load is either:**

- 15 x 40min periods per week, or
- Equivalent teaching time of 10hrs per week

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Observation	Co-teaching	Co-teaching
Week 2	Co-teaching	Co-teaching	One whole class lesson	One whole class lesson	One whole class lesson
Week 3	One whole class lesson	One whole class lesson	Two whole class lessons	Two whole class lessons	Two whole class lessons
Week 4	Two – three lessons	Two- three lessons	Two- three lessons	Two- three lessons	Two- three lessons
Week 5	Half teaching load	Half teaching load	Half teaching load	Half teaching load	Half teaching load
Week 6	Half teaching load	Half teaching load	Half teaching load	Half teaching load	Half teaching load

This is a suggested progression we understand that some modifications may be required.

## PLANNING REQUIREMENTS

In PE1 it is expected:

- Mentor Teachers share and/or provide examples of teaching programs and planning materials to support the PST's development in this area.
- Co-teaching is used to support the PST's developing confidence and skills in the classroom.
- Pre-service Teachers are expected to **use lesson plans for each lesson they plan and teach.** These must be submitted to the Mentor Teacher 24hrs in advance of teaching.

# TEAC7155 PROFESSIONAL EXPERIENCE 2 (SECONDARY)

## OVERVIEW

Secondary Professional Experience 2 is a final capstone subject in the Master of Teaching course. The aim of this subject is to enable education students to proactively engage in real-life educational settings to learn and enhance their professional development as a future teacher. Pre-service teachers will also have the opportunity to reflect on the teaching and learning cycle and refine competencies as a beginning teacher under the supervision of qualified educators. This subject includes the TPA (Teaching Performance Assessment) which is designed to assess Teacher Education Students teaching as measured by the Australian Professional Standards for Teachers at the Graduate level. Subject outcomes are:

1. Apply knowledge of student diversity, current research, quality teaching, Australian Curriculum and NSW Syllabus documents to competently plan, deliver, assess, and evaluate lesson sequences and units of work.
2. Implement a wide range of differentiated lessons using appropriate pedagogies to engage diverse learners and address learning goals.
3. Propose ideas/solutions to enhance safe and challenging learning environments based on relevant theories, policies, and practices.
4. Utilise appropriate resources including ICTs and other technologies to foster students' engagement and to support learning.
5. Communicate ethically and professionally with students, peers, staff, families, and community.
6. Identifies a range of appropriate professional associations and how they can contribute to professional learning and improve teaching practices to support student learning.
7. Compiles a range of strategies to build and maintain teacher wellbeing and resilience.
8. Use evidence-based approaches to reflect and evaluate their professional practice that demonstrate the achievement of the professional teaching standards for graduates.

## FOCUS TEACHING STANDARDS

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

Mentor Teachers will be asked to complete an Interim Report at the end of week 3 and then the pre-service teacher's Final Report during the last days of the professional experience. When completing the report please refer to the "final professional experience placement" column in the evidence guide on page 29 of this document.

## 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.

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

**Week One** –Pre-service Teachers plan and implement a minimum of co-teaching/small group teaching from the Mentor Teacher's planned program (Teaching from Mentor Teacher's program).

**Week Two** – Pre-service Teachers plan and implement teaching from the Mentor Teacher's planned program (Teaching from Mentor Teacher's program).

**Week Three & Four** Pre-service Teachers should complete teaching involving planning, preparing of resources and class organisation. It is expected that Pre-service Teachers will be responsible for a **half teaching load**.

**Weeks Five & Six** - Pre-service Teachers will work with the Mentor Teacher to develop a 2-week teaching program using lesson plans/ day books/Units of work. It is expected that Pre-service Teachers will be responsible for the **majority of the planning and teaching for all allocated classes (Full Teaching load)**. This includes prepare and organise equipment and resources for each lesson taught assessment activities and the provision of student feedback.

Typically, a full teaching load of 28 periods of 40 minutes' duration + 3 periods of sport per week). A half teaching load is either:

- 15 x 40min periods per week, or
- Equivalent teaching time of 10hrs per week

	Monday	Tuesday	Wed	Thurs	Friday
Week 1	Observation	Observation	Observation	Co-teaching	Co-teaching
Week 2	One whole class lesson	One whole class lesson	One whole class lesson	Two whole class lessons	Two whole class lesson
Week 3	Half teaching load	Half teaching load	Half teaching load	Half teaching load	Half teaching load
Week 4	Half teaching load	Half teaching load	Half teaching load	Half teaching load	Half teaching load
Week 5	Full teaching load	Full teaching load	Full teaching load	Full teaching load	Full teaching load
Week 6	Full teaching load	Full teaching load	Full teaching load	Full teaching load	Full teaching load

This is a suggested progression. We understand that some modifications may be required.

# 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	<b>Know students and how they learn</b>	<b>The teacher education student ...</b>	
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"> <li>• Seeks knowledge of students' specific physical, social, and intellectual learning needs in an appropriate manner.</li> <li>• Identifies achievable learning goals for students</li> <li>• Demonstrates a developing awareness of differences in students' learning styles and needs.</li> <li>• Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies students' specific physical, social, and intellectual learning needs</li> <li>• Communicates and interacts in ways appropriate to students' development stages.</li> <li>• Makes modifications to delivery depending on students' physical, social, and intellectual development.</li> <li>• Considers and makes modifications to the learning environment depending on physical, social, and intellectual development.</li> <li>• Uses a variety of resources to account for the learning style and needs of students.</li> <li>• Plans differentiated work for students (modified and extension)</li> </ul>
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<ul style="list-style-type: none"> <li>• Identifies current research into how students learn and the implications for teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge of current research to inform teaching strategies.</li> <li>• Applies knowledge of research on how students' skills, interests, and prior achievements affect learning</li> </ul>
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"> <li>• Shows an awareness of the need to differentiate teaching strategies based on student diversity.</li> <li>• Is aware that schools have programs and policies relating to inclusivity.</li> <li>• Begins to incorporate global issues into lessons and unit planning.</li> <li>• Displays cultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective questioning or other techniques to engage students from diverse backgrounds.</li> <li>• Plans for and respects the diversity of all students within the classroom.</li> <li>• Uses culturally sensitive resources, language, and strategies in teaching practice.</li> <li>• Presents controversial issues in a sensitive manner.</li> <li>• Encourages students to express and explore their values and attitudes in a sensitive manner</li> </ul>

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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"> <li>• Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance.</li> <li>• Integrates culturally sensitive resources, language, and strategies in teaching practice</li> </ul>
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"> <li>• Is aware of the need to differentiate teaching to meet the different learning needs of all students.</li> <li>• Develops lessons that meet the different needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students.</li> <li>• Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff</li> </ul>
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"> <li>• Is aware of and discusses disability legislative requirements.</li> <li>• Discusses how the learning needs of students with different disabilities could be met.</li> <li>• Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities.</li> <li>• Complies with disability legislative requirements.</li> <li>• Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs.</li> <li>• Develops a sequence of learning experiences that support the learning of all students with a disability.</li> <li>• Complies with disability legislative requirements.</li> <li>• Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities</li> </ul>

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

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2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs</li> </ul>
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> <li>• Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful.</li> <li>• Can incorporate ICT resources into lessons to enhance students' learning</li> </ul>	<ul style="list-style-type: none"> <li>• 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 (e.g., project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software)</li> </ul>
<b>3</b>	<b>Plan for and implement effective teaching and learning</b>	<b>The teacher education student ...</b>	
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> <li>• Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs.</li> <li>• Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities.</li> <li>• Differentiates curriculum in lesson plans</li> <li>• Knows when students have or have not attained a learning goal</li> </ul>

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

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

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

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4.3.1	Demonstrate knowledge of practical approaches to manage challenging behavior.	<ul style="list-style-type: none"> <li>• Remains calm and fair</li> <li>• Discusses student management techniques that are appropriate and consistently applied.</li> <li>• Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches.</li> <li>• Understands the need to establish and work within an identifiable welfare/classroom management system</li> </ul>	<ul style="list-style-type: none"> <li>• Plans engaging learning activities that motivate and engage students.</li> <li>• Demonstrates an understanding of situations that trigger challenging behavior.</li> <li>• Applies student management techniques that are fair, appropriate, and consistent.</li> <li>• Handles challenging behavior quickly, fairly, and respectfully, applying judgement based on the context.</li> <li>• Demonstrates a range of strategies to refocus students</li> </ul>
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"> <li>• Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection.</li> <li>• Trials and reflects upon practices for student well-being after discussion with the supervising teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrates the management of student behaviour and safety in accordance with mandatory policies</li> </ul>
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"> <li>• Discusses strategies which promote safe, responsible, and ethical use of ICT in teaching and learning (e.g., awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law)</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that include explicit teaching and learning strategies to promote safe, responsible, and ethical use of ICT in teaching and learning.</li> <li>• Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law.</li> <li>• Responds appropriately when there is evidence of unethical student use of ICT</li> </ul>

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<b>5</b>	<b>Assess, provide feedback and report on student learning</b>	<b>The teacher education student ...</b>	
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"> <li>• Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher</li> <li>• Records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning.</li> <li>• Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks</li> </ul>
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"> <li>• Gives constructive and purposeful feedback to students about their learning progress.</li> <li>• Provides appropriate encouragement to students</li> </ul>	<ul style="list-style-type: none"> <li>• Builds appropriate reinforcement and feedback into lesson plans.</li> <li>• Gives timely, balanced, and targeted feedback to enhance student performance and provides direction for future learning (goal setting)</li> </ul>
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"> <li>• Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics</li> <li>• Develops from their supervising teacher an understanding about school or system assessment and moderation policies</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the process of moderation and the principle of ensuring consistent teacher judgement.</li> <li>• Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities.</li> <li>• Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities</li> </ul>
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"> <li>• Considers the types of evidence required to effectively evaluate student learning.</li> <li>• Reflects upon ways of modifying teaching practice because of assessment data after consultation with the supervising teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Bases lesson reflections on the evidence gathered through assessment tasks.</li> <li>• Explains how assessment data has been applied to their planning and teaching practice</li> </ul>
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"> <li>• Discusses student achievement with the supervising teacher.</li> <li>• Is familiar with the school's reporting procedures and policies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures.</li> <li>• Employs a variety of methods to record evidence gathered through assessment activities</li> </ul>

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

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<b>7</b>	<b>Engage professionally with colleagues, parents/carers, and the community</b>	<b>The teacher education student ...</b>	
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"> <li>Behaves ethically and respects the confidentiality of student and school information.</li> <li>Communicates effectively and interacts professionally with colleagues.</li> <li>Reflects on personal and professional ethical practice</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of the relevant codes of ethics that underpin their educational context.</li> <li>Reflects critically on personal and professional practice</li> <li>Communicates effectively and interacts professionally with colleagues</li> </ul>
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"> <li>Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies.</li> <li>Describes relevant legislative, administrative, and organisational policies and processes</li> </ul>	<ul style="list-style-type: none"> <li>Complies with relevant legislative, administrative, organisational, and professional requirements such as child protection, duty of care, etc.</li> <li>Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies</li> </ul>
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	<ul style="list-style-type: none"> <li>Employs appropriate and respectful professional communication with school staff, visitors, parents, and carers.</li> <li>Describes strategies for working effectively with parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>Establishes respectful collaborative relationships using appropriate language, tone, and body language.</li> <li>Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families, and parents/carers.</li> <li>Describes strategies for working effectively with parents/carers</li> </ul>
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"> <li>Shows willingness to participate with school staff in a range of activities.</li> <li>Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice</li> </ul>	<ul style="list-style-type: none"> <li>Shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs.</li> <li>Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development</li> </ul>

# MASTER OF TEACHING

## EXAMPLE PROFESSIONAL EXPERIENCE REPORT

TEAC7154 - Primary Professional Practice 1 Report ☐

TEAC7154- Secondary Professional Practice 1 Report ☐

<b>Pre-service Teacher:</b>		<b>ID:</b>	
<b>School:</b>		<b>Grade/Stage:</b>	
<b>Mentor Teacher:</b>		<b>Method:</b>	

**Key:** NA – Not Applicable; WT – Working Towards; D - Demonstrated; E - Excellent

### PROFESSIONAL KNOWLEDGE

Standard 1 Know students and how they learn	NA	WT	D	E
<b>1.1.1 Physical, social, and intellectual development and characteristics of students</b> Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2.1 Understand how students learn.</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.3.1 Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socio-economic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students.</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.6.1 Strategies to support full participation of students with disability.</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comment on the Pre-Service Teacher's knowledge of students and how they learn.**

Standard 2 Know the content and how to teach it	NA	WT	D	E
<b>2.1.1 Content and teaching strategies of the teaching area</b> Demonstrate knowledge and understanding of the concepts, substance, and structure of the content and teaching strategies of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.2.1 Content selection and organisation</b> Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3.1 Curriculum, assessment, and reporting</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2 Know the content and how to teach it (Cont./d)	NA	WT	D	E
<b>2.5.1 Literacy and numeracy strategies</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.6.1 Information and Communication Technology (ICT)</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comment on the Pre-Service Teacher's knowledge of content and how to teach it.</b>				
<b>PROFESSIONAL PRACTICE</b>				
Standard 3 Plan for and implement effective teaching and learning	NA	WT	D	E
<b>3.1.1 Establish challenging learning goals.</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.2.1 Plan, structure, and sequence learning programs</b> Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3.1 Use teaching strategies</b> Include a range of teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.4.1 Select and use resources.</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.5.1 Use effective classroom communication</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6.1 Evaluate and improve teaching programs.</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.7.1 Engage parents/carers in the educative process.</b> Describe a broad range of strategies for involving parents/carers in the educative process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comment on the Pre-Service Teacher's planning and implementing of effective teaching and learning.</b>				
Standard 4 Create and maintain supportive and safe learning environments	NA	WT	D	E
<b>4.1.1 Support student participation</b> Identify strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.2.1 Manage classroom activities.</b> Demonstrate the capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.3.1 Manage challenging behaviour.</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.4.1 Maintain student safety.</b> Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Standard 4 Create and maintain supportive and safe learning environments (Cont./d)</b>	<b>NA</b>	<b>WT</b>	<b>D</b>	<b>E</b>
<b>4.5.1 Use ICT safely, responsibly, and ethically</b> Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comment on the Pre-Service Teacher's creating and maintaining supportive and safe learning environments.</b>				
<b>Standard 5 Assess, provide feedback and report on student learning</b>	<b>NA</b>	<b>WT</b>	<b>D</b>	<b>E</b>
<b>5.1.1 Assess student learning.</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.2.1 Provide feedback to students on their learning.</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.3.1 Make consistent and comparable judgements.</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.4.1 Interpret student data.</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.5.1 Report on student achievement</b> Demonstrate understanding of a range of strategies for reporting to students and parents/carers. and the purpose of keeping accurate and reliable records of student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comment on the Pre-Service Teacher's assessing, providing feedback and reporting on student learning.</b>				
<b>PROFESSIONAL ENGAGEMENT</b>				
<b>Standard 6 Engage in professional learning</b>	<b>NA</b>	<b>WT</b>	<b>D</b>	<b>E</b>
<b>6.1.1 Identify and plan professional learning needs.</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.2.1 Engage in professional learning and improve practice.</b> Understand the relevant and appropriate sources of professional learning for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.3.1 Engage with colleagues and improve practice.</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.4.1 Apply professional learning and improve student learning.</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment on the Pre-Service Teacher's engagement on professional learning.

Standard 7 Engage professionally with colleagues, parents/carers, and the community	NA	WT	D	E
<b>7.1.1 Meet professional ethics and responsibilities.</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7.2.1 Comply with legislative, administrative, and organisational requirements.</b> Understand the relevant legislative, administrative, and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7.3.1 Engage with the parents/carers.</b> Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7.4.1 Engage with professional teaching networks and broader communities.</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment on the Pre-Service Teacher's engagement with colleagues, parents/carers, and the community.

#### SUMMARY COMMENT

#### SIGNATURE BLOCK \*\*Please use black pen only\*\*

FINAL GRADE:	Satisfactory <input type="checkbox"/>	Has the student completed the required number of Professional Experience days?	Yes <input type="checkbox"/>
	Unsatisfactory <input type="checkbox"/>		No <input type="checkbox"/>
Mentor Teacher's Signature:		Date:	
Pre-service Teacher's Signature:		Date:	

EXAMPLE ONLY - DO NOT USE