



Professional Experience: EDU80021 Ready to Teach Professional Experience 3

Important information for Mentors and Pre-service Teachers

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

Required setting: Years 7-12 Secondary setting

OVERVIEW:

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

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

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

Preparation / prior to placement:

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

Prepare to discuss expectations:

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

Arrange a plan for week 1 including:

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

At all times:

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

Teaching practice:

PST expected to:

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

Mentor is expected to:

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

Supportive resources:

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Preservice Teacher's eLearning Advisor directly. The Pre-service Teacher can provide contact details if required. Our Placement support Team can also be contacted Email: help@swinburneonline.com Phone: 1300 YES SOL (1300 937 765)

TEACHING EXPECTATIONS

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

	Mentor Expectations	PST Expectations
Days 1-5:	<ul style="list-style-type: none"> ▪ Introduce Pre-service Teacher (PST) to students, families and staff ▪ Discuss strategies to assist the PST in establishing relationships with students and families ▪ Discuss practicum expectations and requirements relating to confidentiality and the use of photographs ▪ Establish practicum goals with PST ▪ Unpack routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning ▪ Share current and prior planning documents, including assessment and reporting procedures ▪ Discuss strategies for teaching students from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (can be hypothetical if they are not represented in the class) ▪ Provide opportunities for the PST to scaffold learning with individual students, support small group work and support the planning/teaching of 0.4 of a full-time load. This is to be negotiated with mentor based on the definition of full time load at your school. ▪ Support and guide the planning and development of lessons; help to interpret observations, share knowledge, question PST's intentions and discuss ideas ▪ Provide prompts to encourage reflective practice ▪ Discuss progress and establish goals for the following 5 days 	<ul style="list-style-type: none"> ▪ Familiarise yourself with the setting and relevant policies and procedures ▪ Discuss and unpack the practicum expectations with your Mentor ▪ Establish practicum goals and benchmarks with your Mentor ▪ Establish professional relationships with your Mentor, students, staff and families ▪ Observe classes, routines and children's needs/interests and accurately document all observations ▪ Observe and identify classroom behaviours and management strategies, as modelled by the Mentor ▪ Scaffold learning with individual children, support small group work and plan/teach whole class lessons. Teaching responsibilities should equate to approximately 0.4 of a full-time load. This is to be negotiated with mentor based on the definition of full time load at your school. ▪ Record reflections that demonstrate your ability to develop professional relationships with students, families and staff ▪ Set goals for improvement
Days 5-10:	<ul style="list-style-type: none"> ▪ Provide opportunities for the PST to take increased teaching responsibility (minimum of 0.6 of a full time load. This is to be negotiated with mentor based on the definition of full time load at your school. This includes planning and teaching lessons and the day-to-day running of the class ▪ Discuss and encourage active participation in assessment and moderation processes ▪ Provide prompts to encourage reflective practice ▪ Set goals for the remaining two weeks ▪ Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement ▪ If PST is making UNSATISFACTORY progress please contact Professional Experience Manager immediately 	<ul style="list-style-type: none"> ▪ Take responsibility for a minimum of 0.6 of a full-time load. This is to be negotiated with mentor based on the definition of full time load at your school. This includes planning and teaching lessons and the day-to-day running of the class ▪ Teach and model literacy and numeracy skills ▪ Provide feedback to students ▪ Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson/unit planning and communication with students, staff and families
Days 10-20:	<ul style="list-style-type: none"> ▪ Encourage and support the PST as they assume full teaching responsibilities for the final ten days ▪ Provide constructive feedback on all aspects of teaching and set goals for future development ▪ Negotiate and schedule any missed days ▪ In collaboration with the PST complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the interim report for your personal records. 	<ul style="list-style-type: none"> ▪ Assume full teaching responsibilities for the final ten days ▪ Where possible, seek out opportunities for professional development ▪ Seek constructive feedback on all aspects of teaching and set goals for future development ▪ Reflect on and evaluate your professional experience ▪ Negotiate and schedule any missed days ▪ Schedule a meeting with the mentor to complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the interim report for your personal records.

UNIT ASSESSMENT REQUIREMENTS:

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

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

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

REPORTING RESPONSIBILITIES OF THE MENTOR:

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the school, support is available to mentors through your PSTs online tutor and the Placements Support Team. We place great faith in the professional judgement of mentors and request an honest appraisal of the PSTs progress and final assessment. If a mentor feels that an unsatisfactory result is warranted, their decision will be supported by the University.

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

*Note: Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the mentor, the reports **MUST** be emailed by the mentor to your PSTs online tutor. Reports submitted by the PST will not be accepted.*



All Professional Experience reports must be completed and submitted using the Online Report link provided in the confirmation email.

Assessing Professional Practice

We place great faith in the Mentors professional judgement and request an honest assessment of the Pre-Service Teacher’s (PSTs) progress and final assessment. Considering the level expected for the particular professional experience, Mentor teachers and the nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-Service Teacher. Practicum EDU80021 is the final practicum in the Master of Teaching (Secondary) course. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant the Australian Professional Standards for Teachers (APST) at Graduate stage. To assist you in assessing the Pre-service Teacher, examples from Project Evidence (2012) have been used or adapted and included in the shaded area on each page.

The reporting responsibility of the Mentor:

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

The reporting responsibility of the Pre-Service Teacher is:

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

Completing the Interim Report Form

This must be completed in collaboration with the PST

The purpose of the Interim Report Form is to assess the PSTs progress against each Domain of Teaching.

The Australian Professional Standards for Teachers are grouped into three broad Domains – Professional Knowledge (Standards 1and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7).

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

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

Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement			
(Please tick the appropriate box)			
<input type="checkbox"/> Professional Knowledge: Demonstrates current professional knowledge and skills to begin planning for and managing learning programs.	SP <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
<input type="checkbox"/> Professional Practice: Demonstrates a growing capacity to begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment.	SP <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
<input type="checkbox"/> Professional Engagement: Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities.	SP <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
*IMPORTANT: If one or more CC results are indicated against the Domains of Teaching above, submission of this Interim Report must be accompanied by a completed Professional Experience Support Plan.			
When completing the above assessment of interim progress, please make a judgement based on the Pre-Service Teacher’s achievement to date against the practical interpretations of each standard, situated in the shaded area underneath each.			

Completing the Final Report Form:

(This must be completed in collaboration with the PST and submitted via the EDU70015 Online Interim Report form using the link provided in the placement confirmation email – This form cannot be submitted prior to day 19-20).

Level Achieved against each of the Australian Professional Standards for Teachers (Graduate)

For each of the standards, Pre-Service Teachers will be assessed as:

- **0 - Not demonstrated:** The student has not demonstrated the professional standard at a relevant level. **If a PST awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.**
- **1 - Demonstrated occasionally:** The student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Pre-Service Teachers enrolled in EDU10001, **EDU20006** and EDU60008 may mostly reflect this level in their Interim and final assessments.
- **2 - Demonstrated regularly:** The student has demonstrated the professional standard regularly during their professional experience. It is accepted that Pre-service Teachers enrolled in EDU30003, EDU30015 and EDU70003 may mostly reflect this level in their Interim and final assessments.
- **3 - Demonstrated consistently** - The student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Pre-service Teachers enrolled in EDU40005, EDU40006, EDU400012 and EDU80005 may mostly reflect this level in their Interim and final assessments.

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

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

- Extension activities and higher order thinking tasks are evident in lesson planning
- Scaffolding and other support strategies are evident
 - Questions are designed to establish what students have learnt from the lesson
 - Demonstrates an ability to differentiate between the learning understood and missed
 - Reflects and subsequently varies teaching strategies for individuals

1.6 Strategies to support full participation of students with disability

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

- Proactively asks about students with a disability and the impact on students' learning
- Demonstrates consistency with the modelled support programs being used
- Actively liaises with Mentors and support staff in the school and community to develop learning activities

Standard 2- Know the content and how to teach it

[Professional Knowledge Domain]: Focus Areas

2.1 Content and teaching strategies of the teaching area

Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

- Uses and unpacks content specific language, metalanguage
- Demonstrates accuracy with content/concepts
- Responds to content specific questions from students
- Uses a range of observable pedagogies to promote understanding of concepts/content e.g. recognition of prior learning, structuring of key points, uses examples/real world applications to apply to content/concepts, demonstrates knowledge of the concept of procedure
- Has a good knowledge of teaching strategies and uses a variety of them to engage students and deliver the content effectively
- Reflects on the link between teaching strategies and student understanding of concepts and makes adjustments throughout the teaching process

2.2 Content selection and organisation

Organise content into an effective learning and teaching sequence.

- Develops well-structured lesson plans within the wider curriculum context
- Uses strategies to structure and sequence the learning e.g. starting with intention, linking to prior learning, using steps, using examples, questioning and giving feedback
- Relates the learning to students' lives
- Uses strategies to engage students in the content and reflects upon the effectiveness of these

2.3 Curriculum, assessment and reporting

Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans

- Provides input into the design of assessment tasks and criteria/rubrics for assessment
- Contributes to marking and moderating assessment tasks
- Provides feedback to students
- Willingly attends parent teacher meetings (where applicable)
- Willingly reflects on teaching practice and responds to feedback to influence future teaching
- Collects evidence from students of their understanding of concepts in informal and/or formal ways and feedback is provided
- Demonstrates effective record keeping
- Designs formative assessment items in lesson planning
- Changes their approach to instruction, level of content, or pedagogy in response to collected data over the course of a practicum to meet the needs of students
- Reflects on the appropriateness/level of challenge of materials and approaches
- Designs tasks in order to lead to assessment (linking to assessment tasks)

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

- Demonstrates awareness of the curriculum documents and policies within the school
- Models respectful/empathetic language and discourse in dealing with indigenous issues
- Consults with Mentor regarding pertinent issues
- Selects appropriate resources and texts
- Plans and incorporates discussion/material that promotes understanding/recognition of indigenous issues at every opportunity

2.5 Literacy and numeracy Strategies

Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

- Demonstrates awareness of the curriculum documents and policies within the school
- Teaches/models grammatical and English language conventions
- Teaches/models appropriate numerical conventions
- Explicitly teaches the language of a content discipline
- Plans and teaches activities that improve the language, literacy and numeracy of students
- Uses teaching moments to extend the language, literacy and numeracy skills of class and individuals

2.6 Information and Communication Technology (ICT)

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students

- Demonstrates an awareness of school policy
- Proactively sources resources within the school that would be appropriate for learning experiences

- Shows a willingness to communicate digitally
- Uses the interactive whiteboard to show the students' learning not just to deliver the content
- Uses a variety of ICT which may include communicating digitally, using interactive whiteboards, cameras, computers
- Identifies/recognises alternative ICT that could be used in classes
- Uses relevant ICT within the teaching and learning program
- Uses ICT to promote engagement and understanding - Uses ICT in resource development and planning
- Explicitly teaches the use of ICT with students
- Explicitly models and teaches the ethical use of ICT

Standard 3- Plan for and implement effective teaching and learning

[Professional Practice Domain]: Focus areas

3.1 Establish challenging learning goals

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

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

3.2 Plan, structure and sequence learning programs

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

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

3.3 Use teaching strategies

Include a range of teaching strategies.

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

3.4 Select and use resources

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

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

3.5 Use effective classroom communication

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

- Shows an ability to relate to and work with children
- Moves effectively within a learning space
- Shows effective questioning to check for understanding (open and closed questions)
- Body language should be open, encouraging and 'safe'
- Uses appropriate:
 - Volume
 - pitch
 - tone
 - language
 - forms of address
 - grammatical conventions
 - body language
- Responds appropriately to student behaviours/contributions
- Asserts themselves in a classroom environment as relevant
- Provides informal feedback (inclusive, elaborative) to build student engagement
- Uses warm-up activity to engage student participation
- Provides feedback to each student
- Has an active and engaging presence not seated, narrow, restrictive delivery of teaching
- Uses gestures to communicate
- Provides clear instruction
- Seeks out unresponsive students Moves effectively within a learning space

3.6 Evaluate and improve teaching programs

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

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

3.7 Engage parents/carers in the educative process

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

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

Standard 4- Create and maintain supportive and safe learning environments

[Professional Practice Domain]: Focus areas

4.1 Support student participation

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

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

4.2 Manage classroom activities

Demonstrate the capacity to organise classroom activities and provide clear directions

- Routines and procedures are explicitly taught, modelled and reinforced
- Redirects students not following procedures
- Lessons have a clear structure that students are aware of and are able to follow
- Timeframes are mainly accurate and appropriate to the task & concentration spans
- Expectations are clearly stated for each activity
- Provides clear directions
- Resources are well organised
- Students mainly stay on-task

4.3 Manage challenging behaviour

Demonstrate knowledge of practical approaches to manage challenging behaviour.

- Establishes expectations, models and reinforces these
- Knows the students
- Uses a seating plan to prevent/deal with misbehaviour
- Understands the difference between proactive management and reactive management and gives priority to proactive strategies
- Analyses the causes of misbehaviour. Reflects on lesson plan as a starting point. Reflects and develops a plan of action
- Implements the school behaviour management policy and follows through with consequences
- Is consistent
- Uses visual reminders (signs/posters)
- Demonstrates knowledge of behaviour management theories and uses a range of strategies
- Researches and seeks help

4.4 Maintain student safety

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements

- Knows what safety is
- Knows the government protection strategies
- Knows the school's protection policies
- Passes on information
- Knows the resources of the school i.e. G.O., school nurse
- Knows OHS standards/procedures
- Knows the anti-bullying policy- implements and supports the school's policy. Is aware of latest programs
- Knows the school emergency procedures
- Models sun safety practices and enforces them with students
- Identifies potentially unsafe situations and is proactive in solving – risk assessment
- Collaborates and asks for help

4.5 Use ICT safely, responsibly and ethically

Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

- Knows the National and State ICT policies and expectations
- Knows the school's strategies and procedures for computer use and using the computer room
- Has a clear method of monitoring – plans for entering and leaving
- Keeps children on task
- Is proactive
- Knows the technology and how it works
- Imparts the rules to the students
- Previews electronic resources to check for suitability
- Adheres to processes for use of images/videos of students

Standard 5 - Assess, provide feedback and report on student learning

[Professional Practice]: Focus Areas

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

- Demonstrates a working knowledge of informal and formal, diagnostic, formative and summative assessment and why we do it
- Understands how we choose assessment strategies to suit the context/students/community
- Knows timelines of the curriculum and the school timelines and requirements
- Understands the literacy requirements
- Writes an appropriate piece of assessment
- Practises using a marking criteria, recording data, and analysing data to inform remediation

5.2 Provide feedback to students on their learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

- Regularly gives feedback to students on their learning e.g. responses to answers, responses to class work, responses to homework, responses to individuals on progress during tasks and assignment work
- Gives formative and summative feedback
- Uses a range of strategies to give feedback: oral, written, conferencing, test results

5.3 Make consistent and comparable judgements

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

- Plans, discusses and reviews assessment activities with Mentor. Justifies judgements using criteria

<ul style="list-style-type: none"> ▪ Assesses homework tasks, in class tests and gives these to the Mentor to moderate ▪ Knows the moderation process for the school and, if possible, participates in the process
<p>5.4 Interpret student data</p> <p>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</p> <ul style="list-style-type: none"> ▪ Knows how to access this data ▪ Knows how to keep this data ▪ Uses/describes how students data translates to teaching practices ▪ Interprets table/graphs ▪ Uses data to remediate ▪ Collaborates with Mentor and others to implement support ▪ Uses knowledge of student understanding from a lesson to inform subsequent lessons ▪ Collaborates with Mentor to evaluate student learning and modify units
<p>5.5 Report on student achievement</p> <p>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p> <ul style="list-style-type: none"> ▪ Knows a range of strategies such as formal and informal ▪ Knows how to interpret and use strategies ▪ Keeps accurate records ▪ Uses various methods of gathering evidence ▪ Knows the legal recommendations ▪ Knows how “one school” works ▪ Keeps a record of contacts ▪ Knows methods of contacts for parents ▪ Knows how to locate/access student information ▪ Knows who to talk to regarding the issue referral process ▪ Knows the procedures for recording results ▪ Reflects on issues

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

<p>Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Engagement]: Focus areas</p>
<p>7.1 Meet professional ethics and responsibilities</p> <p>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> <ul style="list-style-type: none"> ▪ Dresses, speaks and behaves in a professional manner ▪ Interacts with children, families and staff respectfully ▪ Familiar with school and jurisdictional documentation on ethics and conduct
<p>7.2 Comply with legislative, administrative and organisational requirements</p> <p>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> <ul style="list-style-type: none"> ▪ Seeks advice from the Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers ▪ Engages in professional discussions with the Mentor about polices and processes according to the school stage ▪ Diligently complies with all policies and processes
<p>7.3 Engage with the parents/carers</p> <p>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p> <ul style="list-style-type: none"> ▪ Records reflections about how the Mentor communicates and maintains relationships with families

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

7.4 Engage with professional teaching networks and broader communities

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

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

Summary and Comments of overall performance.

There is a section provided on the online report to record an accurate summary of the professional experience by the mentor and PST. It can also be a space to reflect on strengths and create goals for future improvement.

At the end of the professional experience, the mentor must assess the PST against their overall performance as below:

Overall Performance

- **Satisfactory** - A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice (The Pre-Service Teacher has received 1-3 for every standard).
- **Unsatisfactory** - A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-Service Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor to be not achieving the required level for the stage of practice.
- **Not completed** - Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis. (For examples of 'Result Deferred' refer to the practicum handbook).

Completing the Support Plan

This form only requires completion if the Pre-Service Teacher receives a CAUSE FOR CONCERN (CC) result on the Interim Report. You will be prompted to complete the following sections should you grade a student as CC on the interim report:

Major areas of concern

Please identify which areas from the Australian Professional Standards for Teachers (Graduate) and/or any other areas of concern regarding teacher professional conduct that need to be improved on by the Pre-service Teacher.

- 1.
- 2.
- 3.

Actions required by the Pre-Service Teacher

- 1.
- 2.
- 3.

Support strategies to be implemented by the Mentor & Academic:

- 1.
- 2.

<p>2.1 Content and teaching strategies of the teaching area</p> <p>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p>	
<p>2.2 Content selection and organisation</p> <p>Organise content into an effective learning and teaching sequence.</p>	
<p>2.3 Curriculum, assessment and reporting</p> <p>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</p>	
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	
<p>2.5 Literacy and numeracy strategies</p> <p>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	
<p>2.6 Information and Communication Technology (ICT)</p> <p>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	
<p>Mentor comments</p>	
<p>Nominated Supervisor (Optional if required)</p>	
<p>Professional Knowledge</p>	<p>Examples of evidence</p>
<p>2.1</p>	<ul style="list-style-type: none"> • Uses and unpacks content specific language, metalanguage • Demonstrates accuracy with content/concepts • Responds to content specific questions from students • Uses a range of observable pedagogies to promote understanding of concepts/content e.g. recognition of prior learning, structuring of key points, uses examples/real world applications to apply to content/concepts, demonstrates knowledge of the concept of procedure • Has a good knowledge of teaching strategies and uses a variety of them to engage students and deliver the content effectively • Reflects on the link between teaching strategies and student understanding of concepts and makes adjustments throughout the teaching process
<p>2.2</p>	<ul style="list-style-type: none"> • Develops well-structured lesson plans within the wider curriculum context • Uses strategies to structure and sequence the learning e.g. starting with intention, linking to prior learning, using steps, using examples, questioning and giving feedback • Relates the learning to students' lives • Uses strategies to engage students in the content and reflects upon the effectiveness of these
<p>2.3</p>	<ul style="list-style-type: none"> • Provides input into the design of assessment tasks and criteria/rubrics for assessment • Contributes to marking and moderating assessment tasks • Provides feedback to students • Willingly attends parent teacher meetings (where applicable)

	<ul style="list-style-type: none"> Willingly reflects on teaching practice and responds to feedback to influence future teaching Collects evidence from students of their understanding of concepts in informal and/or formal ways and feedback is provided Demonstrates effective record keeping Designs formative assessment items in lesson planning Changes their approach to instruction, level of content, or pedagogy in response to collected data over the course of a practicum to meet the needs of students Reflects on the appropriateness/level of challenge of materials and approaches Designs tasks in order to lead to assessment (linking to assessment tasks)
2.4	<ul style="list-style-type: none"> Demonstrates awareness of the curriculum documents and policies within the school Models respectful/empathetic language and discourse in dealing with indigenous issues Consults with Mentor regarding pertinent issues Selects appropriate resources and texts Plans and incorporates discussion/material that promotes understanding/recognition of indigenous issues at every opportunity
2.5	<ul style="list-style-type: none"> Demonstrates awareness of the curriculum documents and policies within the school Teaches/models grammatical and English language conventions Teaches/models appropriate numerical conventions Explicitly teaches the language of a content discipline Plans and teaches activities that improve the language, literacy and numeracy of students Uses teaching moments to extend the language, literacy and numeracy skills of class and individuals
2.6	<ul style="list-style-type: none"> Demonstrates an awareness of school policy Proactively sources resources within the school that would be appropriate for learning experiences Shows a willingness to communicate digitally Uses the interactive whiteboard to show the students' learning not just to deliver the content Uses a variety of ICT which may include communicating digitally, using interactive whiteboards, cameras, computers Identifies/recognises alternative ICT that could be used in classes Uses relevant ICT within the teaching and learning program Uses ICT to promote engagement and understanding - Uses ICT in resource development and planning Explicitly teaches the use of ICT with students Explicitly models and teaches the ethical use of ICT

Standard 3- Plan for and implement effective teaching and learning [Professional Practice Domain]: (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas	Level Achieved
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics	
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	
3.3 Use teaching strategies Include a range of teaching strategies.	
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	
3.5 Use effective classroom communication	

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	
3.7 Engage parents/carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	
Mentor comments	
Nominated Supervisor's comments (Optional):	
Professional Knowledge	Examples of evidence
3.1	<ul style="list-style-type: none"> • Demonstrates an awareness of the needs to differentiate learning goals and plans strategies to assist students in meeting these goals • Identifies objectives/goals for students as established by the school/faculty/unit • Articulates goals for strategies used in class • Identifies different types of goals/objectives; <ul style="list-style-type: none"> - content based/driven - classroom management - skills - values • Establishes clear, stated, achievable learning objectives that match the needs of students • Ensures that goals are met and checks this • Articulates goals unambiguously, in different contexts: <ul style="list-style-type: none"> - lesson plans - learning objectives - classroom management - communicated to students - discussions with Mentor - consistent with unit • Recognises short and long term planning in lesson plan materials • Sets learning objectives and develops lesson plan that enable acquisition of this learning objective • Develops lesson plans that include strategies/activities for different learners • Adjusts learning goals for individuals
3.2	<ul style="list-style-type: none"> • Demonstrates the ability to develop, teach and assess (with guidance) a unit based on curriculum guidelines • Demonstrates the ability to reflect on the achievement of learning goals and subsequently adjusts the teaching/learning activities where necessary
3.3	<ul style="list-style-type: none"> • Plans and implements lesson activities that encourage critical thinking, creativity and problem solving • Uses a range of strategies including; Whole group, small groups, whiteboard, Smartboard, ICT, peer teaching, multiple intelligences • Demonstrates ability in: <ul style="list-style-type: none"> - Explanation of concepts - Industry Based Learning - Inductive learning - Group work/collaborative - discussion management - Questioning skills - ICT + Web 2.0 - Graphic organisers

	<ul style="list-style-type: none"> - Kinesthetic approaches • Relates strategies appropriately to coherent pedagogies • Demonstrates diversity of approaches across a sequence of lessons • Demonstrates the ability to change/adapt strategies within a lesson in response to student performance/understanding/engagement • Uses effective questioning techniques that maximise participation and encourage higher level thinking
3.4	<ul style="list-style-type: none"> • Locates and collects resources developed by the school for specific learning programs/units • Uses ready-made resources and creates own resources to enhance learning • Seeks out and uses appropriate internet resources • Uses a diverse range of resources specific to content/concepts • Uses of a range of sources • Uses appropriate conventions regarding academic honesty/referencing, acknowledging of sources • Balances bias/recognition of bias in the use of resources • Provides props, visual aids, cues to support understanding for a student with a wide range of levels of prior knowledge and understanding
3.5	<ul style="list-style-type: none"> • Shows an ability to relate to and work with children • Moves effectively within a learning space • Shows effective questioning to check for understanding (open and closed questions) • Body language should be open, encouraging and 'safe' • Uses appropriate: <ul style="list-style-type: none"> - volume - pitch - tone - language - forms of address - grammatical conventions - body language • Responds appropriately to student behaviours/contributions • Asserts themselves in a classroom environment as relevant • Provides informal feedback (inclusive, elaborative) to build student engagement • Uses warm-up activity to engage student participation • Provides feedback to each student • Has an active and engaging presence not seated, narrow, restrictive delivery of teaching • Uses gestures to communicate • Provides clear instruction • Seeks out unresponsive students
3.6	<ul style="list-style-type: none"> • Collaborates and engages in discussions with other teachers • Reflects at the end of the lesson to inform future work • Guides design and implementation of assessment items • Is actively involved in moderation • Analyses assessment data • Collects feedback from students to inform future planning and teaching • Checks for understanding • Evaluates learning • Surveys student perception of unit • Contributes to level/school discussions regarding learning experiences and assessment
3.7	<ul style="list-style-type: none"> • Prepares a written introduction to parents • Shows an openness/willingness to have parent involvement in classrooms/special events. • Willingly becomes involved in PT interviews (if relevant) • Keeps detailed and accurate records of student performance for future reporting • Uses diaries (homework, feedback) • Observes the Mentor's engagement with parents and participates in pre-interview preparation. • Uses school policies/protocols for parent-teacher contact: <ul style="list-style-type: none"> - Use of diaries (homework, feedback) - Observe and contribute to PT interviews (if appropriate) • Collects school newsletters • Observes and discusses strategies for beginning teachers, in regards to encouraging positive involvement with parents
Standard 4- Create and maintain supportive and safe learning environments [Professional Practice Domain]:	
	0 – Not demonstrated 1 – Demonstrated occasionally

(0-3 to be placed in column to indicate level of achievement)		2 – Demonstrated regularly
		3 – Demonstrated consistently
Focus areas		Level Achieved
4.1 Support student participation		
Identify strategies to support inclusive student participation and engagement in classroom activities.		
4.2 Manage classroom activities		
Demonstrate the capacity to organise classroom activities and provide clear directions		
4.3 Manage challenging behaviour		
Demonstrate knowledge of practical approaches to manage challenging behaviour.		
4.4 Maintain student safety		
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements		
4.5 Use ICT safely, responsibly and ethically		
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.		
Mentor comments		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
4.1	<ul style="list-style-type: none"> • Supports participation with effective questioning i.e. accepts wide range of responses, uses praise/encouragement probes, redirects, asks why, acknowledges student effort & responses • Provides a range of learning experiences and plans for a range of learning styles e.g. visual materials, questions rather than didactic, models tasks, uses hands-on activities, relates task to personal experiences • Knows the students as individuals <ul style="list-style-type: none"> - Physical classroom environment, including seating plans, to increase participation - Aware of barriers to participation e.g. ASD, culture - Knowledge of personalities in the room (esp. when grouping) - Provides for students to take responsibility for own learning - Walks around the class providing individual support • Teaches for success <ul style="list-style-type: none"> - focuses initially on engagement rather than content - communicates expectations of behaviour and learning - repeats key phrases to assist student understanding - uses social scaffolding (pairs to present) in high risk situations • Uses an enthusiastic and happy tone of voice. Shows a genuine liking of students 	
4.2	<ul style="list-style-type: none"> • Routines and procedures are explicitly taught, modelled and reinforced • Redirects students not following procedures • Lessons have a clear structure that students are aware of and are able to follow • Timeframes are mainly accurate and appropriate to the task & concentration spans 	

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

Standard 5 - Assess, provide feedback and report on student learning [Professional Practice]: (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas	Level Achieved
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	
5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	

5.3 Make consistent and comparable judgements	
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	
5.4 Interpret student data	
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	
5.5 Report on student achievement	
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.	
Mentor comments	
Nominated Supervisor's comments (Optional):	
Professional Knowledge	Examples of evidence
5.1	<ul style="list-style-type: none"> • Demonstrates a working knowledge of informal and formal, diagnostic, formative and summative assessment and why we do it • Understands how we choose assessment strategies to suit the context/students/community • Knows timelines of the curriculum and the school timelines and requirements • Understands the literacy requirements • Writes an appropriate piece of assessment • Practises using a marking criteria, recording data, and analysing data to inform remediation
5.2	<ul style="list-style-type: none"> • Regularly gives feedback to students on their learning e.g. responses to answers, responses to class work, responses to homework, responses to individuals on progress during tasks and assignment work • Gives formative and summative feedback • Uses a range of strategies to give feedback: oral, written, conferencing, test results
5.3	<ul style="list-style-type: none"> • Plans, discusses and reviews assessment activities with Mentor. Justifies judgements using criteria • Assesses homework tasks, in class tests and gives these to the Mentor to moderate • Knows the moderation process for the school and, if possible, participates in the process
5.4	<ul style="list-style-type: none"> • Knows how to access this data • Knows how to keep this data • Uses/describes how students data translates to teaching practices • Interprets table/graphs • Uses data to remediate • Collaborates with Mentor and others to implement support • Uses knowledge of student understanding from a lesson to inform subsequent lessons • Collaborates with Mentor to evaluate student learning and modify units
5.5	<ul style="list-style-type: none"> • Knows a range of strategies such as formal and informal • Knows how to interpret and use strategies • Keeps accurate records • Uses various methods of gathering evidence • Knows the legal recommendations • Knows how "one school" works • Keeps a record of contacts

	<ul style="list-style-type: none"> • Knows methods of contacts for parents • Knows how to locate/access student information • Knows who to talk to regarding the issue referral process • Knows the procedures for recording results • Reflects on issues
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Standard 6 – Engage in professional learning		0 – Not demonstrated
[Professional Engagement]:		1 – Demonstrated occasionally
(0-3 to be placed in column to indicate level of achievement)		2 – Demonstrated regularly
		3 – Demonstrated consistently
Focus areas		Level Achieved
6.1 Identify and plan professional learning needs		
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.		
6.2 Engage in professional learning and improve practice		
Understand the relevant and appropriate sources of professional learning for teachers.		
6.3 Engage with colleagues and improve practice		
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.		
6.4 Apply professional learning and improve student learning		
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.		
Mentor comments		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
6.1	<ul style="list-style-type: none"> • Understands the importance of regular professional development in all learning areas • Demonstrates how ICT can improve personal goals and professional practice • Critically reflects on own practice and identifies strengths and areas for improvement • Demonstrates a sound understanding of the Australian professional Standards and uses them as a basis for setting improvement goals 	
6.2	<ul style="list-style-type: none"> • Willingly attends professional learning sessions with the Mentor (where applicable) • Proactively seeks out various forms of external professional learning and applies the learnt strategies to practice • Keeps up to date with educational ICT resources and tools 	

6.3	<ul style="list-style-type: none"> • Openly discusses areas for improvement with the Mentor • Applies constructive feedback from the Mentor to improve teaching practices • Proactively seeks feedback for improvement
6.4	<ul style="list-style-type: none"> • Feedback from the Mentor is reflected in future planning and practice • Discusses with the Mentor, ways that they can implement professional learning to improve student learning

Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Engagement]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.		
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.		
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.		
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.		
Mentor comments		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
7.1	<ul style="list-style-type: none"> • Dresses, speaks and behaves in a professional manner at all times • Interacts with children, families and staff respectfully • Demonstrates a clear understanding of the jurisdictional professional codes of conduct/ethics and applies this to all facets of their practice 	
7.2	<ul style="list-style-type: none"> • Seeks advice from the Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers • Engages in professional discussions with the Mentor about policies and processes according to the school stage • Diligently complies with all policies and processes 	

<p>7.3</p>	<ul style="list-style-type: none"> • Records reflections about how the Mentor communicates and maintains relationships with families • With the support of the Mentor, employs a variety of strategies to communicate and establish professional relationships with families. E.g. greets and farewells parents by name on arrival and introduces self as a Pre-service Teacher when appropriate • Investigates and/or trials (with Mentor guidance) various ways that digital resources can be used for communicating effectively, ethically, sensitively and confidentially with teachers, and parents or carers where applicable
<p>7.4</p>	<ul style="list-style-type: none"> • Proactively seeks advice from Mentors and teachers on external professional development and professional associations • Demonstrates an awareness of the vast opportunities/partnerships/resources available within the wider community and discusses ways that they could be incorporated into unit of works • Investigates the range of opportunities for sharing and enhancing professional practice available through online communication with experts and community representatives, and contribution to professional and community sites , online discussions and forums

Reference Only
Not for use

Final professional experience summary and comments

This section has been provided to record an accurate summary of the professional experience by all participants. It can also be a space to reflect on strengths and create goals for future improvement.

Mentor comments:

Pre-Service Teacher comments:

Nominated Supervisor comments (Optional):

Reference Only
Not for use

Professional Experience Final Report

Professional Experience 3: EDU80021

Pre-service Teacher :	Student number:	
Number of days completed: <i>Please note: Missed days should be made up in negotiation with the mentor.</i>	Missed days:	Days made up:
Educational setting address and contact details:		
Mentor:	Principal:	
School:	Year level/age group:	

Overall Performance

- **Satisfactory.** A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-service Teacher has not received a 0 for any of the assessed Standards.
- **Unsatisfactory.** A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-service Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor and the Nominated supervisor to be not achieving the required level for the stage of practice.
- **Not completed.** Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis. (For examples of 'Result Deferred' refer to the practicum handbook).

Based on the level achieved for each standard the final overall result for the Pre-service Teacher is assessed as:

(Please tick the appropriate box)

- Satisfactory** – *The Pre-service Teacher has received 1-3 for every standard*
- Unsatisfactory** – *The Pre-service Teacher has received a 0 for one or more standards*
- Not completed** – *The Pre-service Teacher has not completed the required number of days*

Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

To be emailed on the final day of placement to: PST's online tutor (eLearning Advisor)



PART C: Professional Experience Support Plan

This form is only required to be completed if the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report. Please contact your PSTs online tutor who is on hand to support.

Pre-service Teacher:	Student number:	Date:
Number of days completed:	Missed days:	Days made up:
Educational setting address and contact details:		Year level/age group:
Mentor:		
Nominated Supervisor:		

The following three sections are to be completed by the Mentor teacher:

Major areas of concern <i>Please identify which areas from the Australian Professional Standards for Teachers (Graduate) and/or any other areas of concern regarding teacher professional conduct that need to be improved on by the Pre-service Teacher.</i>	<ol style="list-style-type: none"> 1. 2. 3.
Actions required by the Pre-service Teacher	<ol style="list-style-type: none"> 1. 2. 3.
Support from the Mentor and collaboration with nominated supervisor	
Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

The following sections are to be completed by the Swinburne University Professional Experience Office:

Support from Swinburne	
Date for review	
Review comments/notes	

To be emailed on the final day of placement to: PST's online tutor (eLearning Advisor)