



Flinders
UNIVERSITY

Student Name: _____

ID: _____

Primary (R-7) Schooling

2nd Year Professional Experience Handbook

15 day /120-hour placement

2022

Information for Pre-Service Teachers, Site Coordinators and
Mentor Teachers

2022 2nd Year Professional Experience Calendar

Uni Week	Dates (week beg)	School Term	School Week	
	25-Jan 2021	1	1	
	31 st Jan		2	3-week placement
	7-Feb		3	3-week placement
	14-Feb		4	3-week placement
'0' week	21 Feb		5	Thursday 24 th February literacy/numeracy induction
S1 Wk 1	28-Feb		6	Week 1 Sem 1 Lit/Num
2	7 March		7	Week 2 Lit/Num
3	14-Mar (PH)		8	Week 3 Lit/Num
4	21-Mar		9	Week 4 Lit/Num
5	28- Mar		10	Week 5 Lit/Num
6	4-Apr		11	Week 6 Lit/Num
Uni break	11-Apr			School holidays
Uni break	18-Apr (PH)			School holidays
7	25 Apr (PH)	2	1	Week 7 Lit/Num
8	2-May		2	Week 8 Lit/Num
9	9-May		3	Week 9 Lit/Num
10	16 May		4	Week 10 Lit/Num
11	23-May		5	Week 11 Lit/Num
12	30-May		6	Week 12 Lit/Num
13	6-Jun		7	Week 13 Lit/Num
14	13-Jun (PH)		8	Week 14 Lit/Num
Exam Week	20-Jun		9	Lit/Num make-up days if required
Exam Week	27-Jun		10	Wednesday 29 June Literacy and Numeracy induction S2
Uni break	4-Jul			School holidays
Uni break	11-Jul			School holidays
Uni break	18-Jul	3	1	
S2 Wk 1	25-Jul		2	Week 1 Sem 2 Lit/Num
2	1-Aug		3	Week 2 Lit/Num
3	8-Aug		4	Week 3 Lit/Num
4	15-Aug		5	Week 4 Lit/Num
5	22-Aug		6	Week 5 Lit/Num
6	29-Aug		7	Week 6 Lit/Num
7	5-Sep		8	Week 7 Lit/Num
8	12-Sep		9	Week 8 Lit/Num
Uni break	19-Sep		10	Week 9 Lit/Num
Uni break	26-Sep			School holidays
9	3-Oct (PH)			School holidays
10	10-Oct	4	1	Week 10 Lit/Num
11	17-Oct		2	Week 11 Lit/Num
12	24-Oct		3	Week 12 Lit/Num
13	31-Oct		4	Week 13 Lit/Num
Exam Week	7- Nov		5	3-week placement
Exam Week	14-Nov		6	3-week placement
Uni break	21-Nov		7	3-week placement
Uni break	28-Nov		8	3-week placement make up days
	5- Dec		9	

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Contact Information

Placement issues:

Please contact your WIL Support Officer regarding any issues about suitability of the school placement, absenteeism or sickness.

WIL Support (Placement) Officer **Andy Bryer**
Phone: 8201 7800
Email: primaryprofexp@flinders.edu.au
Location: Room 4.69 Level 4, Education Building

Academic or Pre-Service Teacher issues:

If the WIL Support Officer is not available, or if advice is needed about PST professional conduct or achievement of learning outcomes please contact:

Academic Coordinator Ruth Ratcliffe
Phone: 8201 3015
Email: ruth.ratcliffe@flinders.edu.au

Director of Professional Experience Jackie Thomson
Phone: 8201 3348 or 0418 740 215
Email: jackie.thomson@flinders.edu.au

Professional Experience Website

The professional experience website has information, resources and templates for pre-service teachers, school coordinators and mentors.

<https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information>.

You can use the QR code below for mobile devices.



Flinders University Health and Counselling Services

Phone: 8201 2118
After-hours support: 1300 512 409 or 0488 884 103

Types of placements

Second-year professional experience is undertaken in one of three ways.

1. **3-week block placement:** 15 continuous days in January/February or November
2. **Literacy or Numeracy School Support placement:** one day per week placement for 14 weeks, to support individual and small groups of school students in literacy or numeracy. PSTs are expected to attend an induction day before commencing this placement (see Calendar), which counts as a placement day.
3. **Special focus 15-day placement** can be undertaken as a 3-week block or one day per week for 15 weeks with a specialised focus such as STEM, Performing Arts, Languages, Outdoor Ed, Sustainability, Health and Physical Education, Special Education etc.

All placement types enable pre-service teachers (PSTs) to be introduced to teaching as a profession, to actively contribute to student success, school life, and to determine whether teaching is the right career choice for them. In 2022 placement periods may change in response to COVID uncertainty in schools.

2022 placement dates

3-week block placement

- Semester 1: 31 January – 18 February 2022 **OR**
- Semester 2: 7 – 25 November 2022

Literacy or Numeracy School Support placement

- Semester 1: 28 Feb– 24 June 2022, @ 1 day per week for 14 weeks **OR**
- Semester 2: 25 July – 11 November 2022, @ 1 day per week for 14 weeks

Special interest 15-day placement

- This could be as a block or one day per week in either semester 1 or 2; as negotiated with the school.

Information for the Pre-service teacher

This placement enables pre-service teachers (PSTs) to develop reflective practice and to form professional relationships with teachers, and students. Pre-service teachers need to show initiative and be actively engaged in supporting student learning and making a valuable contribution to their schools.

Expectations

Flinders University values include Courage, Innovation, Integrity and Excellence. As a representative of Flinders University, PSTs are always expected to always act in a professional and courteous way. They must therefore:

- provide the Site Coordinator prior to the placement their PST Introductory Form
- show the school a copy of their WWC, RRAN-EC and COVID vaccination certificates on their first visit. PSTs that cannot produce this certification upon arrival will not be able to commence placement.
- wear their Flinders' name badge on all school visits
- be at school from 8am-4pm as a minimum, each day (unless directed otherwise by the school)
- be punctual and remain at the school for staff meetings and yard duties before and after school
- dress professionally in neat, clean, and appropriate clothing and footwear
- ensure that the school has their contact details, including Flinders' email address, mobile phone number and emergency contact information (see page 16).
- negotiate their responsibilities with their mentor teacher in accordance with the expectations of this professional experience
- notify the school between 7.30-8.00 am if they are ill. Please Note: PSTs will need to negotiate with the school coordinator, to make up any days missed
- listen openly, reflect and act on mentor, and school coordinator feedback
- only use mobile phones during break times. Take any necessary calls during breaks, and move to a private area. Discuss with their mentor teacher if they may be required to answer their phone in class, due to an emergency
- read, discuss with and provide this handbook to mentors and download relevant report templates for mentors from the professional experience website
- upload a placement report, attendance record and 5 tasks to the EDUC 2325/2425 FLO site within two weeks after placement ends
- thank and show appreciation to all school staff for their support during their placement.

PSTs are expected to make a full-time commitment to their Professional Experience placement. It is not permissible to negotiate a late arrival, a day off or an early departure. Flinders and AITSL/TRB-SA requirements mean that PSTs are expected to be at the school full time, every day, ready to teach and learn.

Assessment

On the combined EDUC2325/EDUC2425 FLO site there are tasks supported by videos and readings to guide your **Thinking about Teaching**. All tasks work towards developing teacher competencies as determined through the Australian Professional Standards for Teachers and effective practice. Choose 5 tasks to complete. One of these tasks must include teaching a lesson.

It's also recommended that you record Weekly **Professional observations and Reflections** while you are on placement and make notes on the **Novice to Graduate Continuum** towards the end of your placement. – provided at the end of this handbook. Record experiences that show how you have met the criteria at the *Novice* level or above. During your 3rd and 4th year placements you should move towards the *Emerging* and then the *Graduate* level.

Submit the following via your topic FLO site within two weeks of your placement ending

1. **15 days or 120 hours of attendance** – School coordinator or mentor signs daily Attendance Record throughout placement.
2. **Satisfactory progress** – Mentor completes the Progress Report at the end of placement.
3. **Five placement tasks** - these are sighted by your mentor or school coordinator before the end of placement (**see templates and activities on FLO**)

If the above are satisfactorily completed and submitted on FLO by the deadline, you will pass this topic.

The second-year professional experience is graded Satisfactory (NGP) or Unsatisfactory (Fail). Receiving a NGP grade for the placement topic is one of the pre-requisites for undertaking Professional Experience in Year 3.

Information for the School Coordinator and Mentor Teacher

Flinders University primary school pre-service teachers are required to undertake 15 days (or equivalent hours) of professional experience in the second year of their program.

School coordinators or mentors are asked to complete and sign the **Attendance Record and Report**.

PSTs will complete five placement tasks while on placement. School coordinators or mentors are asked to **sight the five completed tasks before placement finishes**. You are **not** expected to assess the tasks as these will be submitted to the University for grading.

You will find a '**Novice to Graduate**' continuum at the end of this handbook – which you may find useful for providing feedback and guidance to PSTs about their growth towards the APST: Novice level by the end of their placement.

Please keep in mind this is the first placement for the PST and they will require support, clear guidelines, and encouragement. A list of ways that PSTs may get involved and contribute to their school whilst on placement is provided on page 9.

PSTs can be placed in classrooms, learning centres, ICT programs, H & PE programs, etc. It is beneficial for them to experience a school induction and as many different classes and settings.

Placement tasks & class observations

During the placement, PSTs will be able to access University resources to complete five tasks that will guide their **Learning about Teaching**. Each task connects to prior learning and their university studies.

Effective *ways of doing* and *ways of being* are often undertaken at the seemingly 'unconscious level' by experienced teachers, so the placement tasks are designed to help PSTs observe, deconstruct, practice, and reflect on teaching. Teaching tasks might focus on how to settle a class, how to design a well sequenced lesson, how to create safe learning environments etc.

Some tasks may require the PST to make observations. PSTs have been advised to negotiate this 'direct observation' time with the mentor in advance, so this person is aware of what is taking place.

Literacy or Numeracy School Support Placement

A requirement of this specialised placement is that PSTs are required to attend a full-day workshop before their placement, to learn more about literacy and numeracy development and strategies for supporting students. This workshop makes up the first 8 hours of the 120-hour placement; PSTs then complete 14 days of placement in their school.

Placement Overview

Learning outcomes

This professional experience provides an opportunity for pre-service teachers to:

- observe how teachers interact with and support students
- develop an understanding of school policies and practices
- observe and reflect on effective teaching and learning
- learn about student diversity, inclusion, and differentiation
- develop an understanding of the use of ICTs in schools
- connect theoretical understandings to teaching
- practice teaching and support student learning
- contribute to the classroom learning program and to the school
- interact professionally with students, staff and parents/caregivers
- clarify their commitment to becoming a primary teacher

Success Criteria

By the end of this placement, PSTs will be able to:

- understand the role of teachers in contemporary schools
- interact professionally, and ethically with staff, students, and the school community
- understand and discuss some of the cognitive, social, emotional & cultural issues that may impact student achievement
- articulate key factors that contribute to providing supportive learning environments
- explain how they have contributed positively to student learning
- provide evidence of beginning teaching effectiveness
- set goals for their future professional learning and development.

Developing understandings about teaching practice and decision making

Pre--service teachers are encouraged to keep a learning journal for observations and professional discussions with their mentor, to develop a deeper understanding of teacher's work and their own practice. Templates are available on FLO. Activities could include:

- Observe and listen to the way teachers interact with students and reflect on how these styles and approaches might influence student learning and behaviour.
- Listen to the teacher's use of language and tone of voice when teaching. Does this change depending on who they are talking to and what is happening in the lesson?
- As you support students, observe the ways that they respond to your communication and instructions. Are you effective? How do you know?
- Consider how teachers structure their lessons. How much detail is provided to students? Does this appear to be enough, too much or just right? What differences do you observe in students?
- Do you see aspects of differentiated instruction and planning occurring in classrooms? If yes, in what way? Discuss this with your mentor.
- Notice how subject area content knowledge is taught. Is this effective for all learners?
- While teaching, observing or supporting a lesson notice if students are 'on' or 'off' task and why. From your observations can you make any connections about the influence of the teacher's pedagogy on student engagement?
- Observe and record the make-up of the classroom or a group of students. Is it homogenous or diverse in terms of gender, ethnicity, socio-economic background, academic ability etc.? What do you notice about the learning needs and engagement levels of different students?
- Observe the culture of the school and class. Are students feeling safe and engaged? What factors contribute to this?
- How are students with learning difficulties supported in the school and in classrooms? Discuss this with your mentor, School Counsellor or Special Ed Teacher. If permitted, get the 'lived' experience of this from a few of students. What did you learn?
- Ask about the support structures and identification processes of students who are gifted. What strategies or practices are used in the classroom to meet their learning needs? Are these effective and how do you know?
- How does the school timetable its subjects and lessons? What are the challenges and considerations in this process?
- How is the school engaging with ICT to enhance student learning? What are the challenges and considerations in this process?
- Find out about the Australian or IB Curriculum. How does this inform teaching and learning?

Contributing to school life

PSTs have varied interests, passions, and abilities. Here are just some ways that PSTs might contribute to the school

- Choir
- Coaching
- Sports
- Music
- Speaking a second or third language
- Performing Arts
- Drawing, creating, sculpting
- Computer science
- Environmental education – climate change, sustainability, biodiversity, ornithology
- Digital media
- Artificial intelligence
- Computer simulation and gaming
- Historical Knowledge
- Working with students with additional and specialist educational needs
- Creative writing
- Statistics, ICT, coding
- Design and technology
- Debating
- Chess
- Gardening / Cooking / landscaping
- STEM

Resource Centre Orientation

Meet staff and become familiar with the school resource centre....

1. Find out how to:
 - book rooms/areas in the library resource centre including computers
 - book electronic and hard copy resources such as digital cameras, laptops, iPad etc.
2. Find out about Resource Based Learning
 - How do teachers plan with the teacher librarian?
3. What resources are available to support literacy?
 - Does the school have a reading program, levelled books, guided reading?
 - How are students supported to choose and access appropriate texts?

Additional 15-day placement suggested activities. Tick if completed

Orientation Activities-

Site Orientation (guided tour)	
Observe/work with junior primary children (R-2)	
Observe/work with middle primary children (3-7)	
Observe and sketch the layout of classrooms or play areas features	
Look at weekly timetable/programs (collect examples)	
Undertake yard duty or play supervision with your mentor teacher	
Support a School Services Officer (SSO) or Child Care Worker for part of day	

Developing Communication Skills

'Listen' to how teachers talk to students	
Listen to students talking and playing together (language used, interests etc)	
Record examples of how teachers organise and manage students	
Interact with students and build professional relationships with them	
Practise 'active' listening and responding appropriately to students	
Learn about the site behaviour management policy and how to apply it	
Practise using positive and effective behaviour management strategies	
Initiate professional communications with staff and parents	

Undertake a Professional Role

Attend staff meetings	
Assist with preparation for and tidying up after activities e.g. art, sports, eating	
Read to a child or group of children	
Listen to children read	
Lead learning activities with an individual or small group of students	
Assist staff with organising resources	
Help children with their belongings: hats, sunscreen, footwear etc.	
Show initiative and support teachers	
Teach one or more lessons	

Fitness for Placement

The current legal requirements for working with children and young people can be found on the Professional Experience website (URL on Contacts page).

Pre-service teachers need to demonstrate fitness to undertake placement. These requirements may include health, other checks or a self-declaration as to the fitness of an individual to undertake a placement.

Any such checks or declarations must be accepted by the University as reasonable and then must be:

- applicable to all University pre-service teachers involved in such placements
- related to the requirements of the duties or functions to be carried out in the placement
- consistent with University policy and Commonwealth and State Government legislation relating to equal opportunity and discrimination.

A pre-service teacher who cannot demonstrate fitness to undertake the placement or who refuses to undertake a required check or make a self-declaration may be refused placement.

Where there is a pre-existing medical or other condition such that the ability to practice may be impaired, the pre-service teacher will provide an access plan and discuss the circumstances with the Topic Coordinator so that, where possible, reasonable accommodations can be considered and applied. The pre-service teacher may wish to discuss this with the Disability Liaison Officer in the first instance.

For further information regarding Fitness for placement, please read the **Student Fitness for Placement** section: <http://www.flinders.edu.au/ppmanual/teaching-course-management/admin-proceed-for-student-wil-placements.cfm>

Voluntary Withdrawal from Placement

Pre-service teachers who wish to withdraw from placement for personal reasons need to:

1. In the first instance discuss their circumstances with the school co-ordinator and/or mentor teacher
2. Then seek further advice on the implications of this decision from the Academic Coordinator
3. Return any borrowed materials such as keys, textbooks etc. to the school
4. Send an email to the WIL Placement Officer and Academic Coordinator outlining the reasons for withdrawal; and if relevant provide a medical certificate to verify the claim.
5. Formally withdraw from placement (EDUC2325/EDUC2425) through the Flinders University Student Enrolment system; doing this **before** census date will ensure a Withdraw No Fail (WN) grade is recorded rather than a Fail (F) or Withdraw Fail (WF) grade.

Please note withdrawing or removing yourself **before** or **during** placement has consequences. Specifically, if you intend to remain in the course you may need to provide medical documentation outlining your fitness to undertake placement and your degree may take longer. An application to **Repeat the Placement** will need to indicate why you withdrew and what steps you're taking to ensure your next attempt will be successful. This evidence will

then be reviewed by the Director of Professional Experience, Jackie Thomson who will determine if, and under what conditions, you may undertake another placement. In this occurrence, your next placement will usually occur within nine months to one year of the original placement date.

If you determine to discontinue in the course, you will need to seek course counselling to discuss some of the course options available to you.

Site Imposed Withdrawal from Placement

The University Academic Coordinator or placement school may withdraw a pre-service teacher from placement for the following reasons:

1. The pre-service teacher is consistently unable, after due instruction and guidance, to accept and act on feedback.
2. The pre-service teacher performs in a manner detrimental to self or others
3. The pre-service teacher breaches the legal, ethical, or professional codes of conduct of the organisation providing the placement or of the industry concerned
4. The pre-service teacher demonstrates gross negligence or misconduct in the performance of an assigned duty
5. The placement provider is unable to maintain an appropriate placement experience for the pre-service teacher.

Where a Topic Coordinator withdraws a pre-service teacher for reasons listed 1-3 above, a fail grade will be recorded against the topic irrespective of when this occurs e.g. before or after census date. Where a pre-service teacher's placement is terminated because of point 4 the pre-service teacher will be assisted to find an alternative placement as soon as practicable and will receive an Interim (I) grade against the topic.

Unsatisfactory Professional Experience

During the review process there may be issues of concern and a PST may be issued with an 'at risk' notification. This is not a Fail but indicates improvement is needed. However, if at the end of the professional experience the preservice teacher's performance is deemed to be **Unsatisfactory**, a grade of **Fail (F)** will be given by the University for the professional experience topic. If these circumstances should arise, the PST's attention is drawn to the following procedure.

A PST who fails a professional experience:

- Meets with the Academic Topic Coordinator and is advised of the process to apply to repeat the topic if applicable
- Must apply in writing for permission to repeat a placement indicating a clear plan for improvement against the Standards. This will be assessed according to the PSTs academic record, reasons for the request and ability to plan for improvement based on the AITSL Standards. If approved, the Director, Professional Experience will write to the PST granting permission with conditions (if any) for the topic to be repeated.

Please note: The Professional Experience team will not find alternative or additional placements for PSTs who have been allocated a school. The exception is if an **unexpected, significant** event such as a personal injury, trauma or a sudden serious illness. Under these circumstances the PST will be provided, where possible, with an alternative placement.



Attendance Record

Second Year Professional Experience 2022

Pre-service Teacher Name: _____

ID: _____

Name of School: _____

Start Date: _____

Visit	Date of Attendance	Hours Attended Minimum 8 hours per day	Signature of a School Coordinator/ Mentor
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

I have sighted the five placement tasks: Yes / No

School Coordinator or mentor signature: _____

Date: _____



Medical Emergency Contact Form

This information is confidential. Please shred this form after the placement has concluded.

Pre-service teachers need to complete this form, give it to the school coordinator and if necessary, discuss their individual circumstance. In the case of an emergency, the school will follow the advice provided on this form.

Pre-service teacher's name: _____

Contact Person(s) Name: _____

Contact Phone Number(s): _____

Relationship to pre-service teacher: _____

In case of emergency, I _____ (pre-service teacher) give the school permission to seek medical assistance or call an ambulance as deemed necessary.

Signature: _____

Medicare Number: _____

Ambulance Subscription: _____

Allergies: _____

Important Medical Information: _____

(E.g. Asthmatic, Diabetic etc.) _____

Are you presently on Medication? YES/NO _____

If yes, please list with dosage _____


Blood Group: _____

SECOND YEAR PRE-SERVICE TEACHER PLACEMENT REPORT: EXAMPLE ONLY

- Indicate, *on balance*, whether this placement was **Unsatisfactory**, **Satisfactory** or **Above Satisfactory**, based on the eight criteria below. Criteria 2 & 8 have a greater *weighting in Year 2*.
- To do this, please highlight each description, including part descriptions, to reflect the performance of this PST at your school.
- If the PST was not provided with an opportunity (or sufficient opportunity) to demonstrate a skill or disposition, please write **N/A**. See example under *Use of ICT*

	UNSATISFACTORY <input type="checkbox"/>	SATISFACTORY <input checked="" type="checkbox"/>	ABOVE SATISFACTORY <input type="checkbox"/>
Criteria	Not yet at Novice Standard (Unsatisfactory)	At Novice Standard (Satisfactory)	Above Novice Standard (Highly Satisfactory)
Know students & how they learn Standard 1.1 1.2 1.3 1.4 1.6	In conversation, the PST could not identify student characteristics that influence learning. In conversation, the PST was not able to theorise why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify some student characteristics that influence learning. In conversation, the PST could theorise in part, why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify several student characteristics that influence learning. In conversation, the PST could theorise why observed teaching practices were effective/ineffective for student learning and had internalized theory as part of his/her professional practice.
Professionalism Standard 4.4 7.1 7.2	The PST required an unreasonably high degree of staff supervision and advice when applying safe and ethical practices within and outside the classroom. Limited knowledge or demonstration of protective practices expected of Australian teachers. Did not establish and/or maintain professional boundaries with staff and/or students and/or families.	The PST attempted to apply safe and ethical practices both within and outside the classroom over placement, however, needed some support and guidance. Knowledge and demonstration of protective practices expected of Australian teachers was sound. Established and maintained professional boundaries with staff, students and families most of the time.	This PST demonstrated sound knowledge of protective practices expected of Australian teachers. This person consistently applied safe and ethical practices and behaviours both within and outside the classroom, at all times. Established and maintained professional boundaries with staff, students and families at all times.
Teaching & Learning Practice Standard 2.1 2.4 2.5 Standard 4.1 2.4 2.5	In conversation, this PST could only provide limited examples of observed teaching practices that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST was unable to identify and/or explain teacher factors that influence effective/ineffective classroom management despite on-going information and advice.	In conversation, this PST could provide some specific examples of observed teaching practices that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST could identify and explain several factors that influence effective/ineffective classroom management.	In conversation, this PST provided several examples of observed teaching practices that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST could identify and explain several teacher and contextual factors that influence effective/ineffective classroom management.
Use of ICT APST: Standard 2.6 4.5	This PST did not use and/or seek to explore how ICT was used by staff to engage or support student learning.	This PST investigated how ICT is used by staff in this school to engage or support student learning. This PST used ICT in the classroom to facilitate student learning. N/A	This PST investigated and experimented with ICT to augment and challenge student learning. This PST collaborated on projects that support the use of ICT with staff.
Impact on school community Standard 2.1 2.4 2.5 5.4	This PST did not contribute and/or participate in the wider school community.	This PST contributed to and participated in the wider school community in one or two ways.	This PST contributed to and participated in the wider school community in several ways.
Self-reflection Standard 6.1 6.3	This PST was not able to use feedback to reflect realistically on personal performance. Had difficulties identifying future learning goals despite advice and guidance from staff.	This PST used feedback satisfactorily to reflect, evaluate & assess personal performance. Needed guidance to set realistic learning goals for future placements	This PST used feedback accurately to reflect, evaluate and assess personal performance. Could independently set realistic learning goals for future placements.
Communication and relationships	Communication and/or relationships with students and staff were largely ineffective, distant and/or inappropriate.	This PST attempted to communicate appropriately with students and staff on most occasions, and in most situations. Established positive, affective relationships with students and staff. Was approachable and friendly.	This PST communicated appropriately with students, staff and the wider school community at all times. Established positive, affective relationships with students, staff and the wider school community. Was highly approachable, engaging and friendly.
Suitability for teaching	This PST demonstrated a lack of personal/professional commitment that indicates a possible lack of suitability for teaching. We recommend Flinders University staff discuss career alternatives with this PST.	This PST demonstrated personal dispositions and a professional commitment that is likely to be well suited to a career in teaching.	This PST demonstrated personal dispositions and a professional commitment that appears very well suited to a career in teaching.

SECOND YEAR PRE-SERVICE TEACHER PLACEMENT REPORT:

	Pre-service Teacher name:		PST ID:
	Name of School:		Date:
	School Coordinator name:		School Coordinator signature:
<p><i>On balance, this placement was:</i></p> <p> UNSATISFACTORY <input type="checkbox"/> SATISFACTORY <input type="checkbox"/> ABOVE SATISFACTORY <input type="checkbox"/> </p>			
Criteria	Not yet at Novice Standard (Unsatisfactory)	At Novice Standard (Satisfactory)	Above Novice Standard (Highly Satisfactory)
Know students & how they learn Standard 1.1 1.2 1.3 1.4 1.6	In conversation, the PST could not identify student characteristics that influence learning. In conversation, the PST was not able to theorise why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify some student characteristics that influence learning. In conversation, the PST could theorise in part, why observed teaching practices were effective/ineffective for student learning.	In conversation, the PST could identify several student characteristics that influence learning. In conversation, the PST could theorise why observed teaching practices were effective/ineffective for student learning and had internalized theory as part of his/her professional practice.
Professionalism Standard 4.4 7.1 7.2	The PST required an unreasonably high degree of staff supervision and advice when applying safe and ethical practices within and outside the classroom. Limited knowledge or demonstration of protective practices expected of Australian teachers. Did not establish and/or maintain professional boundaries with staff and/or students and/or families.	The PST attempted to apply safe and ethical practices both within and outside the classroom over placement, however, needed some support and guidance. Knowledge and demonstration of protective practices expected of Australian teachers was sound. Established and maintained professional boundaries with staff, students and families most of the time.	This PST demonstrated sound knowledge of protective practices expected of Australian teachers. This person consistently applied safe and ethical practices and behaviours both within and outside the classroom, at all times. Established and maintained professional boundaries with staff, students and families at all times.
Teaching & Learning Practice Standard 2.1 2.4 2.5 Standard 4.1 2.4 2.5	In conversation, this PST could only provide limited examples of observed teaching practices that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST was unable to identify and/or explain teacher factors that influence effective/ineffective classroom management despite on-going information and advice.	In conversation, this PST could provide some specific examples of observed teaching practices that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST could identify and explain several teacher factors that influence effective/ineffective classroom management.	In conversation, this PST provided several examples of observed teaching practices that facilitate learning for students with diverse needs and abilities. By the end of this placement, the PST could identify and explain several teacher and contextual factors that influence effective/ineffective classroom management.
Use of ICT APST: Standard 2.6 4.5	This PST did not use and/or seek to explore how ICT was used by staff to engage or support student learning in literacy/numeracy.	This PST investigated how ICT is used by staff in this school to engage or support student learning. This PST used ICT in the classroom to facilitate student learning.	This PST investigated and experimented with ICT to augment and challenge student learning. This PST collaborated on projects that support the use of ICT with staff.
Impact on school community Standard 2.1 2.4 2.5 5.4	This PST did not contribute and/or participate in the wider school community.	This PST contributed to and participated in the wider school community in one or two ways.	This PST contributed to and participated in the wider school community in several ways.
Self-reflection Standard 6.1 6.3	This PST was not able to use feedback to reflect realistically on personal performance. Had difficulties identifying future learning goals despite advice and guidance from staff.	This PST used feedback satisfactorily to reflect, evaluate & assess personal performance. Needed guidance to set realistic learning goals for future placements	This PST used feedback accurately to reflect, evaluate and assess personal performance. Could independently set realistic learning goals for future placements.
Communication and relationships	Communication and/or relationships with students and staff were largely ineffective, distant and/or inappropriate.	This PST attempted to communicate appropriately with students and staff on most occasions, and in most situations. Established positive, affective relationships with students and staff. Was approachable and friendly.	This PST communicated appropriately with students, staff and the wider school community at all times. Established positive, affective relationships with students, staff and the wider school community. Was highly approachable, engaging and friendly.
Suitability for teaching	This PST demonstrated a lack of personal/professional commitment that indicates a possible lack of suitability for teaching. We recommend Flinders University staff discuss career alternatives with this PST.	This PST demonstrated personal dispositions and a professional commitment that is likely to be well suited to a career in teaching.	This PST demonstrated personal dispositions and a professional commitment that appears very well suited to a career in teaching.



AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

NOVICE TO GRADUATE ASSESSMENT CONTINUUM

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PRE-SERVICE TEACHER ASSESSMENT CONTINUUM

PURPOSE

- To enable pre-service teachers to self-assess, evaluate, document and monitor their growth towards APST: Graduate Standard.
- To enable school coordinators and mentors to assess and assign a grade for professional experiences undertaken by Flinders University pre-service teachers.

BACKGROUND

Based on the APST, this document has been developed to assess the developmental learning of pre-service teachers at Flinders University: from Year 2 to Graduation.

Pre-service teachers are encouraged to use this assessment tool to:

1. Authenticate their current performance against the Novice to Graduate continuum
2. Identify gaps in their knowledge
3. Develop specific learning objectives to maintain satisfactory progress towards the Graduate Standard.

CONSIDERATIONS

These assessment guidelines have been developed with the following in mind:

- **“Novice”** level is the expected *performance* for preservice teachers in year 2;
- **“Emerging”** level is the *performance* for preservice teachers in year 3/Year1 MTeach;
- **“Graduate”** level is the *performance* for preservice teachers in year 4/Year 2 MTeach.

PROFESSIONAL STANDARDS FOR TEACHERS: A PST DEVELOPMENTAL CONTINUUM

DOMAIN 1: PROFESSIONAL KNOWLEDGE

Standard 1: Know students and how they learn

Focus	Novice	Emerging	Graduate
1.1 Physical, social and intellectual development and characteristics of students	Identifies and discusses ways in which student characteristics may affect learning.	Realises that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	Begins to draw on knowledge of current research into how students learn when planning for teaching.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3 Students with diverse linguistic, cultural, religious and socio economic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds of students and seeks to understand the potential implications for learning.	Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socio-economic backgrounds.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Can discuss and identify teaching that positively influences Aboriginal and Torres Strait Islander students learning outcomes.	Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for learning.	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.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.	Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Describes some school and teaching practices that work towards supporting the participation and learning progress of students with disabilities.	Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2: Know the content and how to teach it

Focus	Novice	Emerging	Graduate
2.1 Content and teaching strategies of the teaching area	Demonstrates some knowledge of the structure of the curriculum, its content and effective teaching strategies.	Applies and adapts teaching strategies appropriate to the curriculum content.	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Content selection and organisation	Analyses curriculum content selection with mentor/s to understand or reveal advantages for student learning.	Able to organise a series of lessons for the content of a particular teaching area.	Organises content into an effective learning and teaching sequence.
2.3 Curriculum, assessment and reporting	Begins to connect assessment practices with teacher judgement about student learning	Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.	Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is to inculcate in the curriculum.	Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content	Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Examines literacy and numeracy strategies across the curriculum.	Intentionally selects teaching strategies that enhance literacy and numeracy development across teaching areas and begins to use incidental 'teachable moments' as opportunities to further enhance students' literacy and numeracy.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Information and Communication Technology (ICT)	Investigates how ICT supports effective teaching and learning.	Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

DOMAIN 2: PROFESSIONAL PRACTICE

Standard 3: Plan for and implement effective teaching and learning

Focus	Novice	Emerging	Graduate
3.1 Establish challenging learning goals	Discusses some teaching strategies that establish challenging learning goals for students.	Establishes learning goals that provide achievable challenge for some but not all students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan, structure and sequence learning programs	Names several core elements of an effective lesson.	Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Use teaching strategies	With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching	Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire.	Include a range of teaching strategies.
3.4 Select and use resources	Selects appropriate resources to the teaching context and learning area.	Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources that will engage and motivate student learning.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Use effective classroom communication	Uses a range of effective communication strategies to support student learning.	Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Evaluate and improve teaching programs	Reviews teaching strategies to accurately evaluate personal teaching performance for student learning	Considers and applies a limited but growing range of evaluation strategies that consider both personal teaching performance and student learning achievements as indicators of teaching effectiveness.	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	Discusses the involvement of parents/carers in the educative process.	Describes a growing range of strategies for engagement with or contributions from parents and carers.	Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 4: Create and maintain supportive and safe learning environments

Focus	Novice	Emerging	Graduate
4.1 Support student participation	Identifies effective strategies for enabling student participation.	Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities.	Beginning to demonstrate the capacity to independently organize classroom activities and is developing the skill of giving clear directions.	Demonstrate the capacity to organize classroom activities and provide clear directions.
4.3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Maintain student safety	With support, implements policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being.	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	Follows established school protocols for the safe, responsible and ethical use of ICT.	Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.	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.

Standard 5: Assess provide feedback and report on student learning

Focus	Novice	Emerging	Graduate
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses an array of formative and summative assessment strategies, including informal and formal approaches.	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	Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.	Shows increasing ability to provide constructive and timely feedback that is linked to the student's ongoing development.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Make consistent and comparable judgements	Identifies effective assessment moderation practices that enable teachers to make fair judgement around student progress and the national achievement standards.	Beginning to use protocols to independently assess, interpret, and moderate student learning products and performances, in order to make consistent, comparable and reasonable judgments regarding students' achievements.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
5.4 Interpret student data	Discusses student assessment data to pinpoint achievement and determine relevant changes to teaching practices.	Able to modify teaching plans after reflection on student assessment data, both formal and informal.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Report on student achievement	Investigates and analyses approaches to report student learning.	Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.	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.

DOMAIN 3: PROFESSIONAL ENGAGEMENT

Standard 6: Engage in professional learning

Focus	Novice	Emerging	Graduate
6.1 Identify and plan professional learning needs	Engages in professional dialogue to reflect upon, and make decisions about future professional learning needs	Is aware of the Australian Professional Standards for Teachers as a way of identifying 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	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of multiple sources to improve practice and meet professional learning needs.	Understand the relevant and appropriate sources of professional learning for teachers.
6.3 Engage with colleagues and improve practice	Able to discuss aspects of teaching practice with a supervising teacher/mentor.	Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 Apply professional learning and improve student learning	With support, can identify professional learning opportunities to improve student learning.	Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus	Novice	Emerging	Graduate
7.1 Meet professional ethics and responsibilities	Can articulate the Professional Practices of Australian teachers and can act responsibly and ethically at all times.	Is understanding of the ethical expectations of the teaching profession when making decisions.	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	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organizational policies and processes, particularly when planning student activities.	Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.
7.3 Engage with the parents/carers	Establishes a positive rapport with parents/carers under the guidance of supervising teachers.	Communicates with parents/carers in relation to children's issues or learning, seeking guidance if needed.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with peers, mentors and university staff.	Seeks relevant sources of information and support related to their teaching.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.