

Student Name: _____

ID: _____

Middle and Secondary Schooling

Professional Experience
Handbook

Final Year Placement 2022

Guidelines for pre-service teachers, site coordinators,
mentor teachers and university liaisons.

CONTENTS	Page/s
Flinders staff contacts	2
Calendar	3
Overview of timelines for 2021 placements	4-5
General Information for all placements	
Expectations of pre-service teachers (PSTs)	6
Public Holidays, Pupil Free and School Closure Days	7
Planning Days	7
TPA and Portfolio of Evidence	7
Fitness for Placement	8
Success criteria	8
PSTs with Disabilities	9
Withdrawal from placement,	9
Unsatisfactory placement: at risk and fail	10
Key roles	
The mentor teacher	11
The university liaison	12
Final Year Placement 2021	
Medal for Excellence Awards	13
Academic study links to placement	14
Observing and teaching in the Senior Years	15
Overview of placement patterns and dates	15
Placement explanations and teaching loads	16-21
Special Education placement requirements	22-25
Teaching Performance Assessment overview (TPA)	26
Templates and resources	
Planning Days Attendance Record	27
Medical Emergency Contact Form	28
Lesson plans, PST self-evaluation, reports feedback etc	29-32
Reports and Flinders APST Assessment Continuum Rubric	33

Flinders Staff Contact Information

Director of Professional Experience Jackie Thomson

Phone: 8201 3348 or 0418 740 215
Email: jackie.thomson@flinders.edu.au

WIL Placement Office

Phone: 8201 5282
Email: mssprofexp@flinders.edu.au

Teacher Payments cepsw.placements@flinders.edu.au

School Placement Issues

Please contact the WIL placement team regarding issues about pre-service teacher injury, absenteeism or sickness. For any performance or academic issues, please contact Jackie Thomson.

Academic or Pre-Service Teacher Issues

Each pre-service teacher (PST) will be assigned a university liaison to support his/her professional experience. If the university liaison has not contacted the school or pre-service teacher by the middle of the first week of the teaching block, please contact the University, WIL Placement Team.

Flinders University Health and Counselling Services

Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University students. Priority will be given to students if they indicate that they are on placement.

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

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>. The QR code below can be used for mobile devices.



PLACEMENT CALENDAR AND KEY DATES

	Dates 2022 Week begins	School Dates		FLINDERS UNIVERSITY FINAL YEAR PROFESSIONAL EXPERIENCE DATES				
		Term	Wk	Pattern 1	Pattern 2 Metro & Country	Extended 10-week Metro	Extended Country	Internship
Uni break	24 Jan	1	1	10 Planning Days from 24 January		10 Planning Days from 24 Jan		10 Planning Days from 24 Jan
Uni break	31 Jan		2	Planning Day		Planning Day		Planning Day
Uni break	7 Feb		3	Planning Day		Planning Day		Planning Day
Uni break	14 Feb		4	Planning Day		Planning Day		Planning Day
'O' week	21 Feb		5	Planning Day		Planning Day		Planning Day
1	28 Feb		6	Planning Day		Planning Day		Planning Day
2	7 Mar		7	Planning Day		Planning Day		Planning Day
3	14 Mar		8	Planning Day		Planning Day		Planning Day
4	21 Mar		9	Planning Day		Planning Day		Planning Day
5	28 Mar		10	Planning Day		Planning Day		Planning Day
6	4 Apr		11	Planning Day		Planning Day		Planning Day
Uni break	11 Apr			Employment workshops organised by Flinders Career Centre. Dates to be confirmed.				
Uni break	18 Apr							
7	25 Apr	2	1	School holidays	School holidays	School holidays	School holidays	School holidays
8	2 May		2	Teaching wk 1	Planning Days	Teaching wk 1	Planning Days	Teaching wk 1
9	9 May		3	Teaching wk 2	Planning days	Teaching wk 2	Planning Days	Teaching wk 2
10	16 May		4	Teaching wk 3	Teaching wk 1	Teaching wk 3	Teaching wk 1	Teaching wk 3
11	23 May		5	Teaching wk 4	Teaching wk 2	Teaching wk 4	Teaching wk 2	Teaching wk 4
12	30 May		6	Teaching wk 5	Teaching wk 3	Teaching wk 5	Teaching wk 3	Teaching wk 5
13	6 Jun		7	Teaching wk 6	Teaching wk 4	Teaching wk 6	Teaching wk 4	Teaching wk 6
14	13 Jun		8		Teaching wk 5	Teaching wk 7	13 June (PH) Teaching wk 5	13 June (PH) Teaching wk 7
Exam Week	20 Jun		9		Teaching wk 6	Teaching wk 8	Teaching wk 6	Teaching wk 8
Exam Week	27 Jun		10			Teaching wk 9	Teaching wk 7	Teaching wk 9
Uni break	4 Jul					Teaching wk 10	Teaching wk 8	Teaching wk 10
Uni Break	11 Jul							
Supp. exams	18 Jul	3	1					School holidays
1	25 Jul		2					Special Project ongoing for year as negotiated with school

Overview and Timelines for Professional Experience 2022

Standard Placement

Most Flinders Middle School/Secondary PSTs will undertake standard placements that fit within the placement dates identified on page 3 as Pattern 1 or 2 (country placements all follow Pattern 2).

Reporting Timelines

Term	Week	Pattern 1 Final Year Placement
2	1	TPA Activities 1 and 2 already provided by PST to University Liaison for assessment University liaison contacts school to organise first visit
	2-3	Mentor Interim Review and PST Interim Self-Assessment and Professional Learning Plan (PLP). Uni Liaison observes PST teaching
	4-5	Uni Liaison observes PST teaching and discusses final report and assessment of TPA activities 3, 4, 5 with mentor and site coordinator.
	6	Assessment of TPA Activities 3, 4, 5 and final report completed by mentor teacher/s, school coordinator and University Liaison. University Liaison uploads TPA results to Qualtrics and sends final report to WIL Education Placement Team within two weeks of placement finishing.

Country and Pattern 2 Final Year Placements

Term	Week	Country and Pattern 2 Final Year Placement
2	1-2	TPAs 1 and 2 to be assessed by liaison University liaison contacts school to organise first visit if possible
	4	Mentor Interim Review and PST Interim Self-Assessment/PLP due. Uni liaison observes teaching.
	5	Interim Review Interim Self-Assessment provided to uni liaison by end teaching block week 3.
	6-7	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.
	8	Assessment of TPA activities 3-5 and Final Report completed by mentor teacher/s, school coordinator and then forwarded to the Uni liaison within two weeks of placement finishing. University Liaison uploads TPA results to Qualtrics and sends final report to WIL Education Placement Team within two weeks of placement finishing.

Extended Final Year Placements (Internships, Extended Metro and Rural)

Term	Week	Extended Final Year Placement timeline
2	1-2	TPAs 1 and 2 assessed by University Liaison University liaison contacts school to organise first visit if possible
	3-4	Mentor Interim Review and PST Interim Self-Assessment/PLP University Liaison observes teaching.
	5-6	Uni liaison observes teaching.
	7-9	Uni liaison observes teaching and discusses completion of final report with mentor and site coordinator.
	10	TPA Activities 3-5 assessed and Final Report completed by mentor teacher/s, school coordinator and then forwarded to the Uni liaison within two weeks of placement finishing. University Liaison uploads TPA results to Qualtrics and sends final report to WIL Education Placement Team within two weeks of placement finishing.

Interim Review process

The Mentor completes the Interim Review form by the **end of Week 3** of the teaching block. PSTs with more than one mentor may receive a combined interim review. This is discussed with the PST and emailed to the university liaison.

The PST completes a self-assessment and compares it against their TPA 1 goals and with the mentor's review by the **end of Week 3** of the teaching block. The PST updates their personal learning plan and emails this to the university liaison.

Final Report

The final report is completed by the mentor teacher/s, site coordinator and the university liaison. Please find the guidelines for completing the report and the report templates on page 32. The completed report is sent to the university liaison by the site coordinator within two weeks of the placement ending. Please note that PSTs should be aware if they have passed the placement and TPA Activities 3, 4 & 5 are assessed before the placement ends. Completed reports are emailed to PSTs after that been checked by the University.

Expectations of Pre-service Teachers (PSTs)

Flinders University values social justice, intellectual rigour, ethical behaviour and excellence. As a representative of Flinders University, PSTs are expected to always act in a professional and courteous way. They are therefore expected to:

- provide the Site Coordinator with their PST Introductory Form
- show the school a copy of their WWC and RRAN-EC 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)
- **make a full-time commitment to Professional Experience** - it is not permissible to negotiate a late arrival, a day off or an early departure
- be punctual and remain at the school for yard duties and before and after school staff meetings
- 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 (form p.28)
- advise the WIL placement officer if their university liaison has not made contact by the middle of week 1 of the teaching block
- respond, in a timely manner, to contact from their university liaison
- 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
- provide their mentors with copies of their unit and lesson plans **well ahead** of the teaching session to ensure adequate time for feedback and negotiation
- provide their university liaison with a lesson plan for every lesson observed (at least 2-3 days prior)
- listen openly, reflect and act on mentor, liaison, and school coordinator feedback
- undertake the interim review process with their mentor and provide copies to their University Liaison
- only use mobile phones during break times or with other professionals. Take any necessary calls during breaks, 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 and discuss with their mentor/s this handbook and download relevant report templates for them from the professional experience website <https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information>**
- ensure all TPA activities are completed and submitted for assessment by due dates
- thank and show appreciation to all staff for their support during their placement

Full-time Commitment and Wellbeing

PSTs are expected to make a full-time commitment to 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 every day, ready to teach and ready to learn.

PSTs have been advised to put strong personal support structures in place to maintain their wellbeing to cope with the demands of this teaching block. Please see page 3 for Flinders Health Counselling contact information.

Public Holidays, Pupil Free Days and School Closure Days

Pre-service teachers must complete a minimum number of placement days to meet Initial Teacher Education (ITE) accreditation requirements. Any public holiday or school closure day will need to be made up by the pre-service teacher. If professional development opportunities are offered on pupil free days, pre-service teachers are encouraged to attend; these days do not need to be made up.

Placement Planning Days

Planning days are not structured as a teaching load. They are an opportunity for PSTs to:

- undertake induction
- observe and investigate the context for teaching and learning
- discuss teaching loads with mentors
- negotiate and prepare for what they will be expected to teach, gather information and resources
- become familiar with school policies and procedures
- build professional relationships with mentors, students, the school community
- undertake TPA activities 1 & 2.
- discuss goals and what they can contribute to the school whilst on placement.
- demonstrate an open-minded attitude and willingness to learn and improve.
- complete the Planning Days Attendance Record form on page 27

TPA and Portfolio of Evidence

All final year PSTs are required to complete six Teacher Performance Assessment (TPA) activities as part of their final placement topic (see p.26). These six activities are the core business of teaching and learning and require PSTs to critically reflect on and analyse their teaching practice and to gather quality evidence. This evidence can also be used to develop their Capstone topic (4820/9401) e-portfolio.

Quality evidence could include:

- unit and lesson plans
- student case studies
- student learning tasks and work samples

- assessment tasks (summative, formative etc)
- rubrics
- teaching observations
- self, student, mentor, university liaison and site coordinator feedback
- ICTs and other resources
- policy documents
- examples of communication with parents and families
- photos and video clips of teaching etc.

Annotated artefacts need to show student learning processes, teaching impact, and the PST's ability to reflect on and respond to feedback.

PSTs must respect school and student privacy by de-identifying all information.

Pre-service teacher success criteria

During the placement it is expected that PSTs will be able to:

- critically discuss roles and responsibilities of educators within a school community
- articulate how their teaching methodologies impact student learning and wellbeing
- use the curriculum to plan appropriate and challenging learning experiences for all students
- differentiate the curriculum and instructional strategies to cater for the diversity of learners
- identify and use data and evidence-based approaches to improve student learning
- effectively use a range of assessment methods to determine student achievement
- record student learning to inform planning and decision making
- create a positive and inclusive learning environment for students over an extended period
- develop professional relationships with staff, students, and parents/caregivers
- evaluate and describe how their teaching has responded to student learning and mentor feedback over time
- critically reflect on, gather evidence and make judgments on their effectiveness as a teacher against the **Graduate** level of the Australian Professional Standards for Teachers
- behave in a manner that displays knowledge and understanding in accordance with the professional and ethical requirements of a teacher in Australian school
- demonstrate originality, creativity and professional collaboration in their teaching and growth and development over time.

Fitness for Placement

Before being placed in a school, all PSTs must self-declare they are physically and emotionally fit to undertake placement. If a PST indicates that they may have difficulties fulfilling these requirements, they are required to discuss their circumstances with the academic coordinator and if desired, a university disability liaison officer or health counsellor. After this the PST may be asked to undertake a health, psychological or other evaluation to ensure fitness for placement.

NOTE: In requesting a medical or psychological *Fitness for Placement* check, the request must be *reasonable* and:

1. Related to the requirements of the duties or functions to be carried out on the placement.
2. Consistent with University policy and Commonwealth and State Government legislation relating to equal opportunity and discrimination.

A PST who cannot demonstrate fitness to undertake the placement or who refuses to undertake a medical or psychological check or make a self-declaration of fitness may be denied a placement.

PSTs with Disabilities

A PST who has a recognised disability under the DDA (1992) may attend placement with the provision of *reasonable adjustments* (Disability Standards for Education, 2005) made in consultation with the PST and a university disability liaison officer. These adjustments enable the PST to access, participate and learn on the same basis as a PST without disabilities. In instances where a PST with disabilities seeks additional adjustments beyond those documented in their disability access plan, the PST must negotiate the reasonableness of further adjustments with the academic coordinator, and if desired, the university disability liaison officer, well in advance of placement.

Withdrawal from Placement

Voluntary

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

1. Discuss their circumstances with the school coordinator.
2. Seek advice on the implications of this decision from the academic coordinator.
3. Confirm withdrawal from placement in writing to the university liaison and school coordinator.
4. Send an email to the academic coordinator outlining the reasons for withdrawal.
5. Return any borrowed materials such as keys, student work, resources etc. to the school.
6. Withdraw from the placement topic through the Flinders University Student Enrolment system.

Please note, withdrawing **before** or **during** placement has consequences. If a PST intends to remain in the course, their degree will most probably be extended by 6-12 months. In addition, the PST will need to complete an application form requesting another placement. In this application, the PST will need to indicate why they withdrew and what actions they will take to ensure the next attempt will be successful. This application will be reviewed by the Director of Professional Experience, Jackie Thomson, who will determine if, and under what conditions, this person may undertake another placement in the future. If successful, the individual may need to provide medical and/ or psychological documentation outlining fitness to undertake another placement.

If the PST determines that they wish to withdraw from the BEd/MTeach course, they can seek course counselling to explore available course options by contacting askflinders@flinders.edu.au

Imposed

The placement site, Director of Professional Experience or academic coordinator may remove a PST from placement for the following reasons:

1. The PST is consistently unable to achieve the duties of a teacher satisfactorily, without an inappropriate or an unattainable degree of supervision from mentors or others with respect to **teaching performance**. Despite adequate guidance and timely, detailed feedback, in the professional judgement of school staff and the university liaison, the PST is demonstrating/has demonstrated an insufficient level of growth and independence towards achieving the majority (85%) of the placement success criteria for this placement (p.19)
2. The PST **breaches the legal, ethical, moral or professional codes of conduct** of the school providing the placement and/or the industry concerned such as the Department for Education.
3. The PST demonstrates gross negligence or misconduct in the performance of an assigned duty.
4. The school is unable to maintain an appropriate placement experience for the PST.

Where the site, Director of Professional Experience or academic coordinator withdraws a PST 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 placement is terminated because of point 4 above, the PST will be assisted to find an alternative placement as soon as practicable and will receive an Interim (I) grade against the topic.

Unsatisfactory Placement: At Risk and Fail

1. At any time during placement, a PST may be issued with an **at-risk** notification. This will occur when, in the professional judgement of site staff and/or the university liaison, the PST is at risk of not achieving the required success criteria as documented on page 8 and described above. This notification is not a fail but indicates to the PST that *significant improvement* is needed in teaching and/or professionalism to pass the placement. If, at the end of the Professional Experience, the PST performance is still deemed **Unsatisfactory**, or if the professional experience is terminated early by the school, a grade of **Fail (F)** will be given by the academic coordinator.
2. If a PST commits a serious breach of conduct (refer to number two or three above) they will not receive an *at-risk* notification. In this situation, the PST will be contacted by the academic coordinator or Director of Professional Experience and will be asked to leave the school. This will result in an immediate fail grade for this placement.

In circumstances one or two above, the PST's attention is drawn to the following procedure:

1. PSTs will be contacted to meet with the Academic Coordinator and/or Director of Professional Experience and advised of the process to apply to repeat the topic **or** the requirement to withdraw from the course:

- If identified as *able to repeat a failed placement*, the PST will apply in writing for permission to repeat a placement indicating a clear plan for improvement. This application will be sent to the Director of Professional Experience, **Jackie Thomson** (jackie.thomson@flinders.edu.au).
- The application will be assessed against the PST's academic record, reasons for the request and the ability to plan for improvement based on the APST and Flinders Graduate qualities.
- If approved, Jackie Thomson will write to the PST granting permission to repeat placement and stating the conditions under which the topic can be repeated in the following year.
- The MSS WIL placement officer and academic coordinator are advised of this decision.
- The PST will need to contact 'Ask Flinders' to request a new study plan.

The Mentor Teacher role

Thank you for mentoring a Flinders' pre-service teacher. The information below outlines some key responsibilities.

The planning days

PSTs will spend planning days in their placement school prior to the teaching block and at this time, they will not have a university liaison assigned to them.

Expectations around the planning days are flexible and should be guided by your needs and the needs of the PSTs. However, during these days, it would be appreciated and helpful if you could:

- Make clear your expectations about the preparation of units and lesson plans; discuss the topics the PST will be teaching and your preferred way of planning.
- Introduce the PST to staff and show them around the school. Ensure they know where to locate relevant school documents and be available to answer any initial questions.
- Introduce them to the students they will be teaching during placement.
- Discuss and review the PST's proposed planning of lessons and unit/s of work. Identify and communicate with them regarding any special circumstances or issues of concern.
- Encourage the PST to observe and discuss how you plan, prepare and manage student issues (learning, well-being and behaviour). Invite them to ask questions about your practice, classroom management strategies and educational philosophy.

Final Year Placement Teaching Block

At the commencement of the teaching block, PSTs should have completed Teacher Performance Assessment (TPA) activities 1 and 2 and they are required to discuss these with you and their University Liaison. Additionally, it would be of great assistance to their confidence and development if you could:

- Give guidance and verbal/written feedback on all aspects of teaching performance.
- Contact the university liaison at any time if the learning, teaching and behavioural requirements

- of a PST is not being achieved towards the 'Graduate' level.
- Give specific verbal and written feedback as required on unit planning, delivery of lessons, classroom management procedures and relationships.
- Undertake the **Interim Review**
- Assess **TPA activities 3, 4,5** and advise the University Liaison of achievement plus complete relevant sections of the **Final Report** within two weeks of the placement being completed.
- Consider nominating the PST for the Medal for Excellence if they have been graded at Outstanding in their final report

Reports

Please note that PSTs should be made aware of their final grade before they leave the school but not receive a copy of their final report. This needs to be completed and returned to the University by the Liaison. Once reports are processed by the University, students will receive their report.

The University Liaison role

A University Liaison is allocated to each pre-service teacher **for the teaching block** and is expected to:

- Clarify university expectations for school coordinator/mentors as necessary.
- Facilitate communication between all parties involved in the placement.
- Work with PSTs to identify and discuss professional issues.
- Observe PSTs teaching (twice, or three times for extended placements), provide written feedback and discuss all aspects of planning, teaching and learning.
- Be available to discuss the progress of PSTs with school staff as necessary.
- Support the PST in reflecting upon and analysing placement success criteria (p.19).
- Support the assessment and reporting process by sharing observations of PST's performance.
- Manage and liaise with the university if issues of a serious nature arise.
- Be involved in the **Interim Review** process.
- Support an 'at risk' if there are issues of concern, notify the university academic coordinator and offer strategies to the PST for improvement.
- Possibly undertake additional visits (by negotiation with the University) for PSTs identified as 'at risk of fail', as required.
- Explain the reporting process if necessary.
- Negotiate with the mentor and school coordinator regarding completion of the report.
- Add comments regarding student performance to the **Report Summary Statement**.
- Contribute to TPA assessments and input Qualtrics data.
- **Ensure reports are completed and submitted to the university by the deadline.**

Before the first visit, the university liaison will:

- Contact the PST/s, school coordinator and mentor to negotiate suitable times to observe the first lesson and to meet with them.
- Assess TPA activities 1 and 2.

During Visit 1, the university liaison will:

- Sight the PSTs Planning Days Attendance Record to confirm the completion of the planning days.
- Observe each PST teaching a lesson, provide constructive feedback and advice
- Meet with the mentor (s) and school coordinator to discuss the PST's progress and the Interim Review and if there are any concerns, discuss and initiate the 'At Risk' notification process.

During Visit 2 or 3 (extended placements only) the university liaison will:

- Observe the PST(s) teaching a lesson and provide constructive feedback on the overall teaching performance, areas of growth observed and next steps for learning.
- Discuss with the mentor and school coordinator the assessment of TPA activities 3, 4, 5, final report, proposed grade and assist with accessing and using the reporting system.

Medal for Excellence in Beginning Teaching Award

It is with pleasure that we draw your attention to the **Medal for Excellence in Beginning Teaching**. This award is presented to a Bachelor of Education/Master of Teaching graduating student who demonstrates exemplary performance in their **final year professional experience**.

The criteria for nomination of this award include:

- demonstration of exemplary professional conduct and qualities, including collaborative working relationships and extra-curricular commitment
- deep knowledge of relevant curriculum areas
- competence in short and long-term curriculum planning, based on knowledge of student learning, and on principles of inclusivity and social justice
- the identification and implementation of differentiated teaching strategies while sustaining a quality learning program for an extended period
- high level competence in the assessment, recording and reporting of student learning
- the ability to maintain a positive climate for learning, to develop strong relationships and to apply effective classroom management strategies
- strong reflective practice and the ability to analyse teaching effectiveness, in order to improve their professional competence

Nomination process

Pre-service teachers who have demonstrated exemplary beginning teaching skills in their final professional experience placement can be nominated for the award by any **two** of the following:

- a mentor
- the principal or coordinator
- the university liaison

Nomination forms can be located on the Professional Experience webpage

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

If a Flinders' pre-service teacher is given an 'outstanding' grade you are encouraged to submit a brief nomination.

Flinders University will short list applicants based on the information provided in the nomination form, final professional experience and other reports, together with their academic achievement.

The Medal for Excellence Awards ceremony will be held in November.

Final Year Placement and Academic Study Links

Academic Study Links

During school Term 1, PSTs are also completing their academic studies in the topics below and are being taught and assessed in connection with the final professional experience.

PSTs study Senior Years Teaching (year 11 and 12) within their specialist learning areas and mentors can discuss the theoretical approaches presented in these topics and encourage PSTs to implement the strategies and understandings to evaluate their impact on student learning and development.

Differentiation for Diverse Learners

Facilitating strong progress in learning is a fundamental skill of an effective teacher in the 21stC. During School Term 1, PSTs will engage with the key principles, practices and philosophies of Differentiation to develop understanding around ways of designing learning that is cognizant of the needs of all students. MTeach students however may undertake this topic after their final placement. The Differentiation topic asks PSTs to explore and examine inclusive practices across a range of contexts so that learning experiences enable individuals with disabilities, linguistic/cultural differences, giftedness or learning differences to participate fully and achieve.

PSTs are required to plan differentiated learning tasks for the students they will be teaching. Part of this practice is to critically review the role of curriculum design, instructional planning and assessment. Mentors are encouraged to discuss this process and review unit and lesson plans so the PST will be well prepared.

Please contact Carol Le Lant carol.lelant@flinders.edu.au if you have any suggestions or concerns.

Functional Curriculum Design for Students with Disabilities (Bachelor of Education – Special Education Double Degree)

This topic examines research in the area of curriculum development for individuals with developmental disabilities. The topic presents literature with a focus on outcomes-based curriculum development from an ecological perspective and how this influences educational programming.

Students will demonstrate the process of designing a functional curriculum based on ecological assessment of current and future environments using a variety of assessment tools. Through this process students will develop and prioritise learning objectives and demonstrate an understanding of how functional skills can be embedded within the general curriculum to promote inclusive practice.

Assessment and Programming in Special Education (Bachelor of Education – Special Education Double Degree)

This topic examines theories of learning, formal and informal assessments, curriculum design, and effective teaching strategies for students with special learning needs. Practical application in educational settings is required.

Please contact Carol Le Lant carol.jelant@flinders.edu.au if you have any suggestions or concerns.

Observing and teaching in the Senior Years on Final Placement

In the final year placement, secondary PSTs need to spend some time teaching in the senior school (Year 11 and/or 12) and some of the time in the middle school (Years 6 -10). However, we appreciate that senior year teachers may have concerns about handing these classes over to PSTs. Therefore teaching in the senior school for PSTs could involve the following:

- observation visits to senior years classes (with potential opportunity to speak with the teacher about their pedagogy and curriculum planning at a mutually convenient time)
- collaborative/team teaching
- teaching a small group of students who require differentiation of the curriculum.

PSTs are also encouraged to build their professional practice in other programs like Personal Learning Project (PLP), Research project, Flexible Learning Options (FLO), English as Additional Dialect (EALD) etc.

Overview of Final Year Placement and Key Dates

In this placement, the majority of the Bachelor of Education and Master of Teaching (MTeach) PSTs complete a standard placement comprising of a minimum of 40 days Professional Experience. This usually occurs in one of two ways:

Standard Placements

Pattern 1 – Metro

- Week 0 - to be negotiated by individual schools (from January 24)
- Ten planning days: Weeks 1-10, Term 1 (January 24 – April 4)
- Six-week continuous teaching block: Weeks 1-6, Term 2 (April 26 – June 6)

Pattern 2 – Metro and Country

- Ten planning days: Weeks 1-2, Term 2 (April 26 – May 6) plus public holidays
- Six-week continuous teaching block: Weeks 3-8, Term 2 (May 9 – June 20)

Extended Metro, Extended Rural and Internships

Selected PSTs will complete special placements including Internships, Extended Metro and Extended Rural placements. While there are unique requirements for the additional activities that PSTs engage in while on these placements, the placement patterns are as follows:

Extended Metro

- Induction: Week 0 (from January 24)
- Ten planning days: Weeks 1-10, Term 1 (January 24 – April 4)
- Ten-week continuous teaching block: Weeks 1-10, Term 2

Extended Rural South Australia and Interstate

- Ten planning days: Weeks 1-2, Term 2 (26 April-6 May)
- Eight-week continuous teaching block: Weeks 3-8, Term 2 (May 9– July 1)

Dates may differ for Interstate placements.

Internships

- Induction: Week 0 from January 24)
- Ten planning days: Weeks 1-10, Term 1 (January 24 – April 4)
- Ten-week continuous teaching block: Term 2 (April 26– July 1)
- **Ongoing involvement across the school year and implementation of negotiated special project**

Placement explanations and teaching loads

Pattern 1 Standard Metro Placement

Week 0 Term 1

Pre-service teachers (PSTs) may attend induction, orientation and professional development as specified by the school.

Planning Days

Minimum 10 planning days from Week 1 -10 (to be negotiated with school) of Term 1. TPAs 1 and 2 to be completed by PST

Six-week continuous teaching block

Weeks 1-6 of Term 2.

During the 6-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the third day of Term 2, and by the beginning of Week 3, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes) or up to an 80% teaching load.

A suggested progression of responsibilities for the teaching block is as follows:

Teaching block weeks 1 and 2

- assume responsibility for home group or morning routines from Day 1
- send completed unit plans to mentors at least one week in advance of teaching to receive feedback and adjust as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach at least 1 -2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before presentation of the lesson to receive advice and make changes if necessary
- reflect on teaching performance with the mentor/s.
- **complete TPA Activity 3**

PST and mentor undertake the interim review process at the end of week 2.

Teaching block weeks 3 to 6

- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans and any major assignments conclude either at the end of week 5 or early week 6 to ensure all assignments and work is graded and returned to school by the end of placement
- **complete TPA activities 4 and 5**

At some time during placement:

- Be observed teaching two lessons by the university liaison
- Where possible be observed teaching at least one lesson by the school coordinator

Within two weeks after placement:

- upload TPA activities 1-5 to topic FLO site with reflective journal and prepare for TPA 6.

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Pattern 2 Standard Metro or Country Placement

Planning days

10 planning days in weeks 1-2 of Term 2

TPAs 1 and 2 to be completed by PST

Six-week continuous teaching block

Weeks 3-8 of Term 2

During the 6-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTs are expected to be organised to teach at least two lessons each day, from the third day of Week 3 of Term 2. By the **beginning of Week 4**, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes) or up to an 80% teaching load. A suggested progression of responsibilities is as follows:

Weeks 3 and 4

- complete TPA 3
- assume responsibility for home group or morning routines
- send completed unit plans to mentors at least one week in advance of teaching to receive advice and to adjust as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach at least 1 but preferably 2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2- 3 days before presentation of the lesson to receive advice and make changes if necessary
- reflect on teaching performance with the mentor/s

PST and mentor undertake the interim review process at the end of Week 4.

Weeks 5 to 8

- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design: (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans and any major assignments conclude either at the end of week 6 or early week 7 to ensure all assignments and work is graded and returned to school by the end of placement

- complete TPA activities 4 and 5

At some time during placement:

- Be observed teaching two lessons by the university liaison
- Where possible be observed teaching at least one lesson by the school coordinator

Within two weeks after placement:

- upload TPAs activities 1-5 to topic FLO site with reflective journal and prepare for TPA

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Extended 10 Week Metro Placement

This special placement follows the same pattern as Standard Pattern 1 placement with the addition of a curriculum project in Weeks 7-10 of Term 2. This project is negotiated with individual school sites.

Extended Country South Australia and Interstate

Planning days

10 planning days in weeks 1-2 of Term 2
TPAs 1 and 2 to be completed by PST

Eight-week continuous teaching block

Weeks 3-10, Term 2

During the 8-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTs are expected to be organised to teach at least two lessons each day, from the third day of Week 3 of Term 2. By the **beginning of Week 4**, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes). A suggested progression of responsibilities is as follows:

Weeks 3 and 4

- complete TPA 3
- assume responsibility for home group or morning routines
- send completed unit plans to mentors at least one week in advance of teaching to receive advice and adjust as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach at least 1 but preferably 2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2- 3 days before presentation of the lesson to receive advice and make changes if necessary

- reflect on teaching performance with the mentor/s.

PST and mentor undertake the interim review process at the end of Week 4.

Weeks 4 to 6

- undertake the interim review with the mentor at the end of week 4
- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor.

Weeks 7 to 10

- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment and feedback on student progress in learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans and any major assignments conclude in time to ensure all assignments and work is graded and returned to school by the end of placement
- complete TPAs 4 and 5.

At some time during placement:

- Be observed teaching two lessons by the university liaison
- Where possible be observed teaching at least one lesson by the school coordinator

Within two weeks after placement:

- upload TPA activities 1-5 to FLO with reflective journal and prepare for TPA 6

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Internship

Week 0 Term 1

Induction, orientation and professional development (as specified by the school).

Planning Days

10 planning days from Week 1 -10 (to be negotiated with school) of Term 1
TPAs 1 and 2 to be completed by PST

Ten-week continuous teaching block

Weeks 1-10 of Term 2

During the 10-week teaching block in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness.

However, all PSTs are expected to be organised and ready to teach at least two lessons each day, from the third day of Term 2, and by the beginning of Week 3, PSTs should be teaching 900+ minutes a week (approximately 4-5 classes). A suggested progression of responsibilities is as follows:

Weeks 1 and 2

- assume responsibility for home group or morning routines from Day 1
- send completed unit plans to mentors at least one week in advance of teaching to receive feedback and adjust as required
- continue to observe, discuss, reflect and plan with mentor/s
- teach at least 1 but preferably 2 lessons each day (about 50 – 100 minutes each day)
- provide the mentor with lesson plans at least 2-3 days before presentation of the lesson to receive advice and make changes if necessary
- reflect on teaching performance with the mentor/s.
- complete TPA 3.

PST and mentor undertake the interim review process at the end of week 2.

Weeks 3 to 6

- undertake the interim review with the mentor at the end of week 4
- send a copy of the Interim Review reports to the university liaison
- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment of and feedback on student learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor.

Weeks 7 to 10

- continue responsibility for home group/care group
- plan for and teach at least 4 lessons each day, ensuring assessment and feedback on student progress in learning is embedded within the lesson design (about 180 – 200 mins per day)
- continue to observe, discuss, reflect and plan with the mentor
- ensure unit plans and any major assignments conclude in time to ensure all assignments and work is graded and returned to school by the end of placement
- complete TPAs 4 and 5.

After teaching block

- continue to be involved in the school for the remainder of the year to implement negotiated special project

In Weeks 9 and 10, there may be semester changeover (especially for SACE subjects). This will allow PSTs the opportunity to either set up a new classroom for a new subject or go and observe other teaching styles and areas that they may be interested in seeing.

At some time during placement:

- Be observed teaching two lessons by the university liaison
- Where possible be observed teaching at least one lesson by the school coordinator

Within two weeks after placement:

- upload TPA activities 1- 5 to FLO with reflective journal and prepare for TPA 6.

Mentor/s and site coordinator complete report and send to university liaison within 2 weeks of placement finishing.

Special Education Placements

A pre-service teacher undertaking an education double degree / MTeach in the field of **special and inclusive education** will typically undertake one of three placements.

Special School placement.

Pre-service teachers will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs***. In addition, pre-service teachers undertake **additional experiences** delineated in the box below. There is no required number of **experiences** and opportunities are to be negotiated between the PST and the site coordinator.

District Special Class or Disability Unit placement.

Pre-service teachers will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs. In addition, pre-service teachers undertake **additional experiences** explained in the box below. There is no required number of experiences as these will be negotiated between the PST and the site coordinator.

Mainstream Education placement.

Pre-service teachers will be assigned to classes where there are a significant number of children/students with disabilities who require educational adjustments to access and participate in their education on the same basis as students without disabilities. In these classroom, preservice teachers undertake the same duties as the mentor teacher or as instructed by the coordinator of programs. In addition, pre-service teachers undertake **additional experiences** explained in the box below. There is no required number of experiences as these will be negotiated between the PST and the site coordinator.

Please note *A special education mainstream placement involves teaching in classes where more than 25% of students are provided with 'reasonable adjustments' at QDTP or higher.*

Preservice teachers can also provide targeted and personalised instruction to small groups and individuals as required by the site, under the guidance of the special education teacher or learning support coordinator.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Learning Centre	Math Year 8	Numeracy Support Program	General* Science Year 9	Learning Centre
2	Learning Centre	Math Year 8	NIT	NIT	Learning Centre
Recess					
3	NIT	General* Science Year 9	Math Year 8	Learning Centre	General* Science Year 10
4	NIT	Numeracy Support Program	Math Year 8	Learning Centre	NIT
Lunch					
5	Modified English	PLP Individual Support	General* Science Year 8	PLP Whole Class	History Year 11
6	Modified English	PLP Individual Support	General* Science Year 8	PLP Whole Class	History Year 11

Example of a Special Education teaching timetable above.

Over the placement, 'general' subjects provide a range of teaching experiences for the pre-service teacher. That is, whole class teaching, small group teaching and individual teaching.

During whole class teaching, the PST must demonstrate competency with differentiating the curriculum to meet the needs of all learners. They must plan, using the Australian curriculum/SACE, and develop high-quality teaching and learning programs to meet the achievement/performance standards as required.

During the small group teaching experience, the PST may be assigned to work with groups of students with identified SEN in targeted intervention programs such as speech and language, social/emotional or literacy/numeracy programs or within-class support. In the case of the latter the pre-service teacher must demonstrate collaborative practices related to upcoming lesson content and learning outcomes with the subject area teacher. The pre-service teacher must design resources and experiences that remove barriers around understanding the lesson content. In the case of the small group learning environment the PST must demonstrate the capacity to plan worthwhile learning experiences that continue or develop identified learning, skills and behaviours as set down by the NEP/IEP or individual curriculum learning area.

During individual sessions the pre-service teacher needs to demonstrate their capacity to plan challenging and relevant programs or provide ways of connecting the curriculum to the individual needs of the learner. Secondary schools typically provide this experience through pairing the pre-service teacher with a student who may be completing the Research Project, PLP, or who attends a learning centre for social, academic or behavioural learning reasons. The pre-service teacher is once

again expected to collaborate with subject area teachers along with the special education coordinator to ensure the planned learning experiences are appropriate.

Special Education Pre-service Teachers ONLY: Additional Learning Opportunities

Special education pre-service teachers are required to negotiate additional learning opportunities. These opportunities will strengthen knowledge of key special and inclusive education concepts taught at university and develop knowledge of key responsibilities of the special educator. To record these additional experiences, please tick (and annotate) the table below. Remember, a site will not be able to provide you with every opportunity listed below; but whichever you achieve will be helpful for your learning and future career:

NCCD I know how the new NCCD funding arrangements operate at the school/site. <input type="checkbox"/> I reviewed NCCD; in particular, I examined Step 4. <input type="checkbox"/> I had conversations with teachers about the benefits and challenges of the NCCD. <input type="checkbox"/>
IEP/One Plan/ILP I examined how teachers develop and shared IEP information for SWD across the site. <input type="checkbox"/> I read and implemented IEP teaching goals. <input type="checkbox"/> I provided suggestions and sought clarity on aspects of the IEP I was unsure of. <input type="checkbox"/> I attended and/or collaborated on an IEP (with permission). <input type="checkbox"/>
Complex Behaviours and Social Supports for SWD I examined how challenging behaviours were supported and resourced in the school. <input type="checkbox"/> I implemented behaviour and social support programs at the site. <input type="checkbox"/> I discussed issues of mental health and SWD with staff; I implemented programs. <input type="checkbox"/>
Behaviour Support Plan and Functional Behavioural Assessment I implemented a BSP. <input type="checkbox"/> I developed an FBA; I assisted in the collection of data to help inform an FBA. <input type="checkbox"/> I discussed the value and challenges of BSP and FBA with teachers. <input type="checkbox"/>
Inclusive education I discussed the value of inclusive education with a variety of teachers and students. <input type="checkbox"/> I sought views on the strengths and challenges of differentiating or adapting the Australian Curriculum/SACE for students with disabilities and learning difficulties. <input type="checkbox"/>
Student Voice: Understanding the school experience for SWD After seeking proper authority, I discussed the benefits and challenges of learning at school with a disability. I sought feedback from SWD about how to improve my teaching and learning environments; I listened to student recommendations for improving schooling. <input type="checkbox"/>

Educational Adjustments and Assistive Technology

I consulted with SWD and/or caregivers in the provision and use of 'reasonable adjustments' for curriculum access.

I used a variety of assistive technologies for various students and spent time investigating evidence-based technologies for a range of SWD.

Specialized Programs and Interventions

I participated in specialized programs across the site; I developed programs.

I participated in modified curriculum and/or programs such as MOVE/FLO/ABLES.

I sought teacher and student viewpoints about the use of these actions/strategies.

Assessment and Reporting

I observed and implemented a variety of screening, needs-based and progress monitoring assessments at the site.

I sought information about how assessments data were used, who for and how often.

I sought out reporting processes used at the site; I discussed the benefits and challenges of these processes.

Leadership

I interviewed school leaders about special education at this site.

I determined the strengths and challenges of special education and future directions at this site.

I discussed the facilitators and barriers to change in the field of special education, generally.

I discussed the challenges/benefits of using the Australian Curriculum.

Other

Teaching Performance Assessment (TPA) Overview.

Overview of the six assessment activities and the evidence to be collected. The full TPA Handbook will be on the TPA and Topic FLO sites. Pre-service teachers must attend an information session prior to the Placement block.

Activities 1 & 2 will be completed before the professional experience teaching block		
Activity 1. Plan your Professional Learning	Activity 2. Investigate the Context for Learning	
<p>Goal Setting Planner (GSP) Complete each focus area in full.</p> <p>Professional Learning Plan Create a succinct professional learning plan for placement (3 goals)</p>	<p>Journal Entries that identify the site/classroom context and demonstrate understanding of your students, how they learn and your use of assessment data to inform planning</p> <p>Baseline Data Classroom standardised, diagnostic, continuous, observational and/or curriculum-based assessment data</p> <p>Case Study Information Collecting and analysing demographic, academic and engagement data from two students, to demonstrate personalised planning for teaching and learning</p>	
Activities 3, 4 & 5 will be completed during the professional experience teaching block		
Minimum evidence to be collected		
Activity 3. Plan for Learning and Assessment	Activity 4. Teach and Manage Student Learning	Activity 5. Assess, Provide Feedback and Report on Student Learning
<ol style="list-style-type: none"> Unit plan Three sequential lesson plans that include evidence of: <ul style="list-style-type: none"> Differentiated tasks Pre-assessment or observational data Class learning goals and intended outcomes Use of educational adjustments 	<ul style="list-style-type: none"> Analysis of your teaching from video Constructive feedback from your Mentors/University Liaison Annotated lesson plan that includes evidence of <ul style="list-style-type: none"> Observation data about use of ICT and other resources Managing challenging behaviour Use of varied communication strategies 	<ol style="list-style-type: none"> Analysis of whole class student assessment data Reflections on the use of data and assessment to inform practice. Feedback from students and provided to students Records of student learning and documentation for reporting to parents/carers In-depth analysis of assessment data - case study students
Activity 6 Critical reflection of your teaching and your impact on student learning to be completed after the professional experience teaching block		
Activity 6 Evidence to be collected		
<p>A PowerPoint presentation which brings together evidence from TPA Activities 1 to 5 addressing the criteria in the provided rubric. This activity will be conducted and assessed at Flinders University.</p>		

Planning Days Attendance Record

Name of PST: _____ Student ID: _____

Name of School: _____ Mentor: _____

Final	Date of Attendance	Hours Attended	Signature of School Staff Member
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

The planning days must be completed before the commencement of the placement block. It is the responsibility of the pre-service teacher to ensure that this record is completed after each school visit.

At the completion of the planning days, forward this record to your University Liaison or show them at the first visit. Please keep a copy of this document as evidence of successfully completing 10 days.

Mentor/School Coordinator Signature

Date:

PST 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: _____

Unit and Lesson Planning Guidelines for PSTs

Planning for learning and teaching encompasses some of the following components:

- Curriculum content and knowledge.
- Classroom management and behaviour support.
- Resources and materials.
- Interpersonal and intrapersonal skills.
- Knowledge of human development.
- Planning skills.
- Teaching and learning strategies.
- Knowing your student

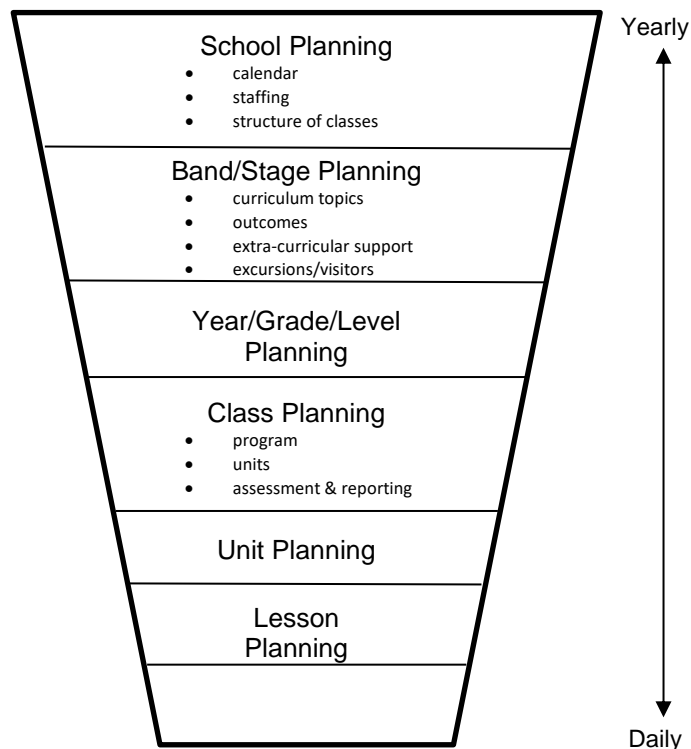
PSTs will be involved in unit planning and sequential lesson planning (TPA Activity 3)

Unit Planning (Level 1)

The unit plan considers all the components of learning and teaching that will occur within a content or learning area over an extended period. It takes account the abilities and year levels of students. The PST can be informed and guided by their mentor(s).

Lesson planning (Level 2)

A lesson plan is an outline of intended teaching and learning with resources, pedagogy and sequential and differentiated learning experiences. It includes time allocations, learning intentions, explicit teaching and strategies for personalising learning for individuals.



(Ref: Whitton et al (2010). *Learning for teaching, teaching for learning*. Cengage Learning, Australia, p131)

There are **many ways** of developing and writing unit and lesson plans. You may find examples in your placement school or from academic topics. Understanding by Design is a comprehensive planning approach

https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

The following is an example of **how to think** through the **lesson planning** process.

Aim and outcomes

These are based on the Australian Curriculum learning area/s achievement standards, general capabilities and cross-curriculum priorities. Use the following questions:

- What is the purpose of this lesson?
- Sub questions: Why is this important for students to know, understand and be able to do?

Lesson intentions

These are clear statements of what students should be able to know, understand and do at the end of the lesson based on the curriculum:

- How will you communicate the purpose of the lesson and its success criteria to students?

Lesson success criteria

Describe what students are expected to demonstrate in terms of the skills, knowledge, attitudes and values within the lesson:

- How will you know if the students have successfully achieved the learning intentions?
- How will the students know if they have been successful?

Lesson content is what all students will be taught to achieve the desired learning outcomes.

Lesson introduction encompasses gaining learner attention, arousing motivation, explaining the purpose of the lesson and reviewing any requisite knowledge.

The teaching-learning phase is written up with a guiding timeline and includes specific instruction and tasks such as explicit teaching or demonstration based on the most effective and efficient way to support learning for this class in this school.

Student Assessment: How will you know if students have learned it or not?)

Self-Assessment: (How will you assess your own performance and student learning?)

Adapted from (Killen, R. (2013). *Effective Teaching Strategies. Lessons from Research and Practice. 6th ed.* Cengage Learning, Australia, p105)

Examples of lesson plans linked to the Australian Curriculum can be found

<https://www.australiancurriculumlessons.com.au/>

PST Self-Evaluation of Teaching

Lesson Taught: _____

Date: ___/___/___

Learning intentions/outcomes	Met / Not Met By whom? All/ Most/ Some / None What evidence do I have of this?						
Effectiveness of teaching strategies	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Strategy name</td> <td style="width: 30%;">Was this Effective?</td> </tr> <tr> <td>1.</td> <td>Yes / No</td> </tr> <tr> <td>2.</td> <td>Yes / No</td> </tr> </table> General Comments: What will I try or repeat next time?	Strategy name	Was this Effective?	1.	Yes / No	2.	Yes / No
Strategy name	Was this Effective?						
1.	Yes / No						
2.	Yes / No						
Effectiveness of <i>classroom management</i> strategies on student behaviour and emotional wellbeing	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Strategy name</td> <td style="width: 30%;">Was this Effective?</td> </tr> <tr> <td>1</td> <td>Yes / No</td> </tr> <tr> <td>2.</td> <td>Yes / No</td> </tr> </table> General Comments: What will I try or repeat next time?	Strategy name	Was this Effective?	1	Yes / No	2.	Yes / No
Strategy name	Was this Effective?						
1	Yes / No						
2.	Yes / No						
Effectiveness of my <i>task design</i> and explanation of content	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Curriculum content learnt</td> <td style="width: 30%;">Yes / No</td> </tr> <tr> <td>By whom?</td> <td>All/ Most/ Some / None</td> </tr> </table> What worked well? / What will I try next time?	Curriculum content learnt	Yes / No	By whom?	All/ Most/ Some / None		
Curriculum content learnt	Yes / No						
By whom?	All/ Most/ Some / None						
Adjustments for learner diversity (G&T, EAL/D, learning disabilities, intellectual disabilities, attention etc.)	How effectively did I cater for the range of learning needs in this class today? <p style="text-align: center;">Very / somewhat / not at all / I don't know</p> What do I need to find out for next time? 1. 2.						
Other strengths or challenges?							



ELECTRONIC REPORT TEMPLATES

2022 Interim review and final report templates can be downloaded at:

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

PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

PURPOSE

- To enable mentors/school coordinators and university liaisons to assess and evaluate the growth and performance of PSTs against the APST Graduate level
- To enable pre-service teachers to assess, evaluate, document and monitor their growth towards the APST Graduate level and beyond.

CONSIDERATIONS

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

- **Novice** level is the performance aim line for preservice teachers in year 2.
- **Emerging level** is the performance aim line for pre-service teachers in year 3/1st year M Teach
- **Graduate level is the performance aim line for final year preservice teachers**
- **Proficient** is above the performance aim line for preservice teachers because it is **intended to reflect a minimum of 6 months of independent teaching**. However, it may be that some PSTs are moving towards this level for some Standards.



AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE LEARNING CONTINUUM

copyright, Flinders University 2014.
All rights reserved.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS: PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM

PROFESSIONAL KNOWLEDGE

Standard 1 Know students and how they learn

Focus	Novice	Emerging	Graduate	Proficient
1.1 Physical, social and intellectual development and characteristics of students	Identifies and discusses ways in which student characteristics may affect learning.	Understands 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.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	Begins to draw on 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.	Structure teaching programs using research and collegial advice about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socio-	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and	Uses teaching strategies that meet the need of students with diverse linguistic, cultural,	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse

economic backgrounds	seeks to understand the potential implications for learning.	religious and socio-economic backgrounds.	from diverse linguistic, cultural, religious and socioeconomic backgrounds.	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.	Demonstrates knowledge of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	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.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
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.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

<p>1.6 Strategies to support full participation of students with disability</p>	<p>Describes some school and teaching practices that support the participation and learning progress of students with disabilities.</p>	<p>Demonstrates understanding of legislation regarding students with disabilities in Australian schools. Seeks support to select teaching strategies that support the participation and learning of students with disability</p>	<p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p>	<p>Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>
--	---	--	--	---

Standard 2 Know the content and how to teach it				
Focus	Novice	Emerging	Graduate	Proficient
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.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Analyses curriculum content selection with mentor/s to understand impact on student learning.	Able to plan lessons for the content of a particular teaching area.	Organises content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.
2.3 Curriculum, assessment and reporting	Begins to connect assessment practices with teacher judgement about student learning.	Includes assessment tasks as an integral component of the teaching and learning process and gathers basic data for reporting purposes	Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between	Shows respect and understanding of indigenous culture and promotes reconciliation into teaching	Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

reconciliation between Indigenous and non-Indigenous Australians	Indigenous and non-Indigenous Australians is important to include in the curriculum.		histories, cultures and languages.	
2.5 Literacy and numeracy strategies	Examines literacy and numeracy strategies across the curriculum.	Selects teaching strategies that support literacy and numeracy development across learning areas	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
2.6 Information and Communication Technology (ICT)	Investigates how ICT supports effective teaching and learning.	Uses some ICTs to enhance learning across the curriculum and for developing ICT literacy.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

PROFESSIONAL PRACTICE

Standard 3 Plan for and implement effective teaching and learning

Focus	Novice	Emerging	Graduate	Proficient
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 most students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
3.2 Plan, structure and sequence learning programs	Identifies some core elements of an effective lesson.	Able to plan effective lesson sequences to scaffold student learning in a topic or teaching area.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
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	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources				Select and/or create and use a range of resources,

	Selects appropriate resources to the teaching context and area.	Shows increasing independence in locating and selecting appropriate teaching resources , including ICTs	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	including ICT, to engage students in their learning.
3.5 Use effective classroom communication	Uses a range of effective communication strategies to support student learning.	Demonstrates a growing range of effective communication strategies in the classroom	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
3.6 Evaluate and improve teaching programs	Reviews teaching strategies to evaluate personal teaching performance to improve student learning	Uses a range of evaluation strategies to consider their teaching performance and student learning achievements.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
3.7 Engage parents/ carers in the educative process	Discusses the involvement of parents/carers in the educative process.	Looks for appropriate opportunities to engage parents and carers in their child's learning	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Standard 4 Create and maintain supportive and safe learning environments

Focus	Novice	Emerging	Graduate	Proficient
4.1 Support student participation	Identifies effective strategies for enabling student participation.	Begins to identify and plan for inclusive learning that supports student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities	Begins to demonstrate the capacity to independently organise classroom activities and gives clear directions	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	Uses some proactive and ethical strategies for preventing and managing challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
4.4 Maintain student safety	With support, implements policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements to increasingly maintain student safety and wellbeing	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' well-being and safety within school by implementing 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.	Incorporate strategies to promote 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	Proficient
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses a range 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.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies 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 students with constructive and timely feedback to support their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
5.3 Make consistent and comparable judgements	Can identify effective assessment moderation that enable teachers	Begins to independently assess, and interpret student learning to make reliable judgements about student achievement.	Demonstrate understanding of assessment moderation and its application to support	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

	to make fair judgements about student progress and the achievement standards.		consistent and comparable judgments of student learning.	
5.4 Interpret student data	Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.	Uses formal and informal student assessment data to inform teaching	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5 Report on student achievement	Investigates and analyses approaches to report student learning.	Begins to keep accurate and reliable records of student achievement and understands the importance of using these to report 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.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

PROFESSIONAL ENGAGEMENT

Standard 6 Engage in professional learning

Focus	Novice	Emerging	Graduate	Proficient
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 to inform professional learning needs.	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan 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 some appropriate sources that can develop professional learning and practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3 Engage with colleagues and improve practice	Able to discuss aspects of their teaching practice with a supervising teacher/mentor.	Can accept and apply feedback from a supervisor/mentor.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4 Apply professional				Undertake professional

learning and improve student learning	With support, can identify professional learning opportunities to improve student learning.	Can apply professional learning to improve teaching practices which improve student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	learning programs designed to address identified student learning needs.
Standard 7: Engage professionally with colleagues, parents/carers and the community				
Focus	Novice	Emerging	Graduate	Proficient
7.1 Meet professional ethics and responsibilities	Can articulate the professional practices of Australian teachers and can always act responsibly and ethically.	Understands 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.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools
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, when planning student activities.	Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3 Engage with the parents / carers	Establishes 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.	Establish and maintain respectful collaborative relationships with

				parents/carers regarding their child's learning and well-being.
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with mentors and the broader community.	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.	Participate in professional and community networks and forums to broaden knowledge and improve practice.