

FACULTY OF ARTS & EDUCATION

GUIDE TO PROFESSIONAL EXPERIENCE PLACEMENT

EPT436: TRANSITION TO THE TEACHING PROFESSION

This Guide applies to students completing EPT436 who commenced the Bachelor of Education (K-12), Bachelor of Education (HPE), Bachelor of Education (TAS), Bachelor of Education (Outdoor Education) and Bachelor of Education (Secondary IE) in 2014 or later.

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INTRODUCTION

Welcome to the professional experience placement component of EPT436: Transition to the Teaching Profession. As the capstone subject in the course students will draw together their development as a teacher. Students will analyse their personal practice and identify the professional learning goals they have as they enter the profession and consider their entry into the profession and plan for their initial period in the position of educator.

Students will, in collaboration with their supervising teachers, plan delivery and assess a variety of curriculum areas as appropriate. The number of days will depend on accreditation requirements. This experience will contribute to the students' professional development as teachers.

This guide gives teacher education students and supervising teachers an overview of the expectations of this specific placement and what is required for teacher education students to meet the passing criteria.

The [Professional Experience Handbook](#) gives the supervising teacher and the teacher education student a more generic and detailed coverage of the professional experience arrangements for all placements. Please read the [Professional Experience Handbook](#) in conjunction with this EPT436 Guide to Professional Experience Placement.

Upon successful completion of this subject, students should:

- Be able to successfully undertake the role of a classroom teacher;
- Be able to demonstrate the use of resources in a school settings;
- Be able to demonstrate current models of teaching and learning for a range of learners across a range of stages;
- Be able to demonstrate appropriate teaching skills and strategies for teaching diverse learners;
- Be able to use information and communication technologies as a resource for teaching and learning;
- Utilise assessment and reporting procedures appropriate to the context;
- Complete up to 35 days of professional experience.

Students attending this placement have completed all required prerequisites. Specific content which has been presented as the expected learning via the learning modules in this subject, which need to be completed prior to and as preparation for the placement, includes:

- Becoming a quality teacher;
- 21st century teaching – reviewing and demonstrating current models of teaching and learning;
- Assessment, reporting and moderation;
- Inclusive classrooms: the teacher education student's role and responsibility, developing a personal inclusion-based philosophy, supporting students with special education needs;
- Writing to meet selection criteria for jobs, looking ahead to job interviews, the iStar framework;
- Building teacher and student resilience and wellbeing;
- Managing bullying and cyberbullying between students.

For more information about the subjects that they have completed and their academic content, please refer to the course structure in the [CSU Handbook](#).

ADMINISTRATIVE INFORMATION FOR SUPERVISING TEACHERS

Guidelines on payment processes

At the beginning of the professional experience (PE) placement, the supervising teacher is required to send in the following forms if being paid personally:

- Banking Details Form
- Tax File Declaration (if applicable)
- Supervising Teacher Claim Form

If you would prefer the school to be paid please forward a Tax Invoice to your school/centre office and then email it to Education-WPL@csu.edu.au. The invoice will be paid upon receipt of:

- Professional Experience Report
- Learning Experience Feedback Sheets

Supervising teacher payments will be processed when all documentation, including placement reports (described below) has been received.

Grading and return of forms to the University

During the placement

It is absolutely essential that the supervising teacher supervises and mentors the teacher education students in their emerging pedagogy. This includes reviewing their written documentation in their professional experience folders every day, and discussing their lesson/group/unit plans and emerging pedagogy. Please complete one (1) Learning Experience Feedback Sheet each day. These are for purposes of formal feedback for the teacher education student. If at any stage the supervising teacher believes that there is a concern then please see below for student 'At Risk' procedures.

Should there be any concerns regarding the teacher education student's progress, the supervising teacher is asked to complete the Notification of Concern form as a matter of urgency and email to the workplace learning and professional experience team at Education-WPL@csu.edu.au. If there are no concerns please continue to supervise and mentor the student as normal.

Information about academic expectations, timing of placement activities and assessment requirements for students can be found in the [Assessment](#) and [Progression of Teaching](#) sections of this guide.

Mid placement

At the mid-point of the placement, supervising teachers are asked to engage with the teacher education student in a collaborative review of their progress to date with reference to the [Australian Professional Standards for Teachers](#) in order to identify demonstrated strengths and areas for further development during the placement.

Should there be any concerns regarding the teacher education student's progress, the supervising teacher is asked to complete the Notification of Concern form as a matter of urgency and email it to the Workplace Learning Team on at Education-WPL@csu.edu.au. If there are no concerns this form does not need to be returned.

Completion of placement

Supervising teachers are required to complete the Professional Experience Report. Please refer to the [Australian Professional Standards for Teachers](#) to assist you in completing the report when reviewing the

student's performance and any supporting documentation in the student's professional experience folder etc. Please do not hesitate to contact the workplace learning and professional experience team at Education-WPL@csu.edu.au should you have any questions or concerns regarding this report or your assessment responsibility.

It is important that the report is fully completed before the addition of any signatures. These must be entered sequentially: the report is 'locked down' as signatures are added, and editing after this occurs is not possible. After obtaining all signatures, the supervising teacher must email the completed report to the teacher education student. The teacher education student must submit only the completed and signed final report to EASTS: this comprises Assignment 2.

Please note: The teacher education student's grade cannot be finalised until the professional experience report is returned to the University. The final grade will be determined by the subject coordinator.

To ensure efficient payment of the supervising teacher, school or service, please ensure that by the final day of the placement, the supervising teacher sends in the following forms to the workplace learning and professional experience team: Education-WPL@csu.edu.au.

- Tax Invoice
- Banking Details Form;
- Tax File Declaration
- Supervising Teacher Claim Form

Teacher education student "At Risk" information

Supervising teachers are asked to refer to the [Professional Experience Handbook](#) to familiarise themselves with the procedures for dealing with a teacher education student they consider may be at the 'causing concern' level for any of the criteria as presented in the final professional experience report, or where the teacher education student is not displaying professional behaviour.

Should the supervising teacher have any concerns regarding the teacher education student's achievement of these standards the Notification of Concern form should be completed and emailed to the workplace learning and professional experience team as a matter of urgency Education-WPL@csu.edu.au

ADMINISTRATIVE INFORMATION FOR TEACHER EDUCATION STUDENTS

Where do I complete my placement?

Teacher education students select their placements from offers provided by schools across NSW and interstate using the [InPlace](#) placement management system. [Click here for instructions on how to use InPlace](#). Availability of places is dependent on offers made by schools/services.

It is the responsibility of staff in the Workplace Learning and Professional Experience Team (WLPET) to source all placements for teacher education students. **Under no circumstances are students permitted to approach schools requesting placements, or to enter into agreements with schools regarding future placements.** A placement which has been organised by a student without the prior approval of the WLPET will not be approved.

In order to avoid a personal conflict of interest arising from the personal circumstances of the student, teacher education students are advised that:

- A teacher education student may return to a school at which they have been a student provided 10 years has elapsed since the completion of a student's final year of attendance at the school;
- A teacher education student may not undertake a placement at a school where their own child is currently a student;
- A teacher education student may not undertake a placement in a school where they have worked in paid employment or as a volunteer in the past five years;
- A teacher education student may not undertake a placement in a school in which a close relative is currently working, either as a teacher or as a member of the non-teaching staff.

How do I organise my placement?

Teacher education students are not permitted to commence their placements until all required checks and training have been completed and the placement has been approved by the workplace learning and professional experience team.

There are a number of steps to follow to ensure the effective organisation of your placement.

- Complete your [Working With Children Check](#)
- Complete the required online [Child Protection Training](#)
- Complete the required [Anaphylaxis Training](#)
- Complete the required [Literacy and Numeracy Test](#)
- Complete the Student Agreement Declaration Form: On line students or On campus students.
- Complete your application through [InPlace](#) and upload all required documentation.

Preparation for Placement

After receiving confirmation of the approved placement from the workplace learning and professional experience team, teacher education students need to complete the following to prepare for their placement:

- Prepare your personal/professional experience goals using the template in [Appendix 1](#) of this document, or by accessing the interactive pdf version in the Placement Resources on the Interact2 subject site.
- Upload your professional goals within the Assignment 1 coversheet to EASTS as per the advice of your subject coordinator. The version approved by the subject coordinator is to be shared with the supervising teacher in Week One of the placement for their approval.
- Ensure familiarity with this subject guide, the Subject Outline and relevant texts for this placement.

- Ensure all required administrative paperwork is ready to be given to the placement site, including a copy of the Working With Children Check, [Insurance Letter](#) and [application for computer access \(NSW state schools\)](#)
- Prepare professional experience folder. This should include the approved professional experience goals; this subject guide; copy of Working With Children Check (to be given to the placement setting); and a printed copy of the [Graduate Australian Standards for Teachers: Evidence Guide](#). This folder will contain all of their written work and must be organised, neat and orderly. Documentation should be added each day, and the folder must be available for the supervising teacher to review at all times.
- Ensure familiarity with the expected dress code.
- Ensure that the supervising teacher will be present every day of the placement. In the event of any planned absences of the supervising teacher, adjustments will need to be made to the placement. Please contact the workplace learning and professional experience team for advice: Education-WPL@csu.edu.au.
- Organise your hours of placement schedule. These hours must be reflective of the supervising teacher's schedule.
- Confirm where to go and who to contact upon arrival.
- Confirm that the supervising teacher has been able to access the supervising teacher webpage.

While on placement

The teacher education student should aim to become part of the staff as soon as possible by taking the initiative in offering to undertake additional responsibilities and extra activities. Teacher education students are regarded as temporary members of staff and, accordingly, will observe the same conditions as teachers. For example, they should:

- Initial the sign in book on arrival and departure each day; this is a WH&S requirement;
- Remain at the placement setting during the prescribed placement hours. These hours must be reflective of the supervising teacher's schedule;
- Abide by the regulations of the education authority;
- Assist with duties undertaken by the supervising teacher;
- Assist with other on-site activities, as is expected of other members of the profession;
- Abide by the established policy on matters of dress, grooming, punctuality and mode of address;
- Abide by the regulations of the placement setting in relation to the ethical use of information and communication technology during the professional experience placement. This includes appropriate use of social media, internet, email and any access provided by the placement setting.

Teacher education students must also ensure that they are familiar with the learning and teaching activities expected of them while on placement. These are provided in the [Assessment](#) and [Progression of Teaching](#) sections of this guide and in the Subject Outline. Teacher education students should also ensure that:

- They participate in a collaborative review of the progress made on their placement with their supervising teacher at the mid-point of the placement and review progress against the focus areas of the final report and their professional experience goals.

Upon completion of the placement

At the completion of the placement, work with the supervising teacher to complete all sections of the final report, specifically signing and commenting on the final page. In addition, the School Principal and teacher education student will add a comment, digital signatures and the date. Teacher education students must upload Assessment Item 2: Professional Experience Report to EASTS on the final day of the placement. A final grade will not be given until all assessment items have been submitted.

Remember to thank your supervising teacher, Principal and other staff for their assistance during your placement.

CSU Academic Progress Regulations (as per CSU University Handbook)

“Because it includes a professional experience component for your course – Bachelor of Education (K-12; HPE or TAS) – this subject, EPT436 Transition to the Teaching Profession, is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from your course for three years, and you will be required to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being “at risk”, it is strongly recommended that you immediately seek additional assistance and advice from your supervising teacher, the School Principal/Director or delegated member of staff, university staff and/or the Professional Experience Liaison Officer.”

Absences

You are expected to be in attendance for each day of the placement, and must comply with attendance requirements on your placements in order to meet the requirements of both the CSU degree and NESA regulations. Only in extreme cases of illness or misadventure will absence be accepted.

On this placement, any day you are absent MUST be made up, including public holidays.

ALL absences must be notified to the school in time (where possible) for other staff to re-assume responsibility for the class.

ALL absences must be followed by submission of documentary evidence (e.g., a medical certificate) attached to a Leave Form, to the workplace learning and professional experience team on the student's home campus: Education-WPL@csu.edu.au

ALL absences are required to be made up in the same site immediately following the prescribed placement schedule.

NB: There are some extraordinary circumstances, e.g., short-term industrial action and university business such as examinations, where absences are outside the above requirements. Students requesting absence for these reasons must notify the workplace learning and professional education team at Education-WPL@csu.edu.au, in addition to the subject coordinator on their home campus by email as soon as they become aware of the need for an extraordinary absence.

Difficulties and obtaining assistance

Students who are experiencing difficulties should not "suffer in silence" but should make use of all personnel who are in a position to help. Following, in order, are the people who should be approached in the event of difficulties being experienced:

- Supervising Teacher
- Director
- University Liaison Officer (ULO)
- Subject Coordinator
- If any serious problems arise, the student or supervising teacher should contact the workplace learning and professional experience team immediately at Education-WPL@csu.edu.au

CONTACT DETAILS

If you have any queries or would like further information about this placement please contact the appropriate person:

Subject Coordinator	Workplace Learning and Professional Experience Team	Faculty of Arts & Education Courses Team
<p>Responsible for: The academic aspects of the subject.</p> <p>The Subject Coordinator can help you with:</p> <p>Questions about the Subject Outline, the Interact2 site, Learning Modules, Resources, Assessment Items and anything about the learning you will do in this SUBJECT.</p>	<p>Responsible for: The organisation and administration of the placement. Communication with the school. Organisation of the University Liaison Officer.</p> <p>WPL office can help you with: Questions about your placement, attendance, at risk procedures etc.</p>	<p>Responsible for: The administrative aspects of your course.</p> <p>The Courses Team can help you with: Questions about the subjects you need to enrol in, the progression of your course, prerequisites and anything about your COURSE.</p>
<p>Jennifer Good Subject Coordinator jgood@csu.edu.au</p>	<p>Workplace Learning Officer Education-WPL@csu.edu.au</p>	<p>Course Administration Officer FOAE-courses-admin@csu.edu.au</p>

ASSESSMENT

Professional Experience subjects are assessed as:

SATISFACTORY	(SY): The teacher education student meets all requirements of the subject at a satisfactory level
UNSATISFACTORY	(US): The teacher education student does not meet all requirements at a satisfactory level
GRADE PENDING	(GP): This may be awarded to a teacher education student who has experienced extenuating circumstances or misadventure and has therefore been unable to complete their professional experience. Provided that progress had been satisfactory up to this time, workplace learning will negotiate an appropriate time with the supervising teacher, school and teacher education student for the completion of the professional experience. In some circumstances, it may be necessary to complete the professional experience in a new placement. NB: A Grade Pending is determined on application by the student using the university's Special Consideration form found at http://student.csu.edu.au/administration/forms/assessment-forms/Application-for-Special-Consideration.pdf

In order to pass this subject (EPT436), students must complete and submit all assessment tasks and achieve a 'satisfactory' mark. The requirements for a 'satisfactory' mark are that tasks meet the assessment criteria as detailed under the requirements for each individual task. Assessment tasks which do not meet the criteria will not be deemed to be at a 'satisfactory' standard and will receive an 'unsatisfactory' grade.

There are 3 assessment tasks for this subject. The Subject Outline provides the details of all assessment items. A summary of each is provided below.

Assessment Task	Due date	Return date	Submitted by/to
Professional Teaching Portfolio and Goals	July 28 th 2017	August 18 th 2017	Teacher education student to EASTS
Professional Experience Report	Variable	Variable	Teacher education student to EASTS
Final Professional Teaching Portfolio	November 3 rd 2017	November 27 th 2017	Teacher education student to EASTS

Assessment Task 1 – Professional Teaching Portfolio and Goals

This assignment comprises the development of your Professional Teaching Portfolio and the setting of goals for the forthcoming EPT436 placement. In this task you are required to reflect on your success to date in demonstrating the Australian Professional Standards for Teachers. Thus, you will revisit your EPT Professional Teaching Portfolio and build on it to enhance its quality, replacing lower quality evidence with higher quality evidence. Both tasks need to be completed prior to and in preparation for the professional experience that is being undertaken in the secondary context.

The requirements and criteria for the Professional Teaching Portfolio are in your Subject Outline, the details for your goals have been included below to inform your supervising teacher and be a reminder for you during your placement.

Your goals will be the focus of your supervising teacher's initial feedback and guidance, these will need to be reviewed and revised as the placement and your teacher development progresses. Your goals will be signed by your subject coordinator and yourself prior to your placement, and your supervising teacher at the end of your placement.

Criteria	Satisfactory	Unsatisfactory
Goals for Professional Experience are clearly identified, with a rationale, actions and evidence included	Goals for EPT436 link to the Australian Professional Standards for Teachers (AITSL) and the prior learning of the teacher education student. There is a clear rationale given with actions and evidence documented.	Goals do not adequately align with the AITSL Standards or the learning needs of the teacher education student. A rationale for each goal is either not given or is minimal. Actions and/or evidence are unclear/confused.

Assessment Task 2 – Professional Experience Report

The Professional Experience Report is completed during the **final week** of the placement following a **mid-placement review** which will take place during week 3. When completed and the date of when this occurred needs to be recorded on the front page of the report.

At the **mid-placement review** should 3 or more of the criteria be considered as 'not demonstrated' (due to competence rather than opportunity) the teacher education student will be placed at risk and a development plan will be designed and implemented to support future achievement.

Supervising teachers are asked to refer to the [Professional Experience Handbook](#) to familiarise themselves with the procedures for supporting a teacher education student who is placed 'At Risk'. This begins with a **'Notification of Concern'** form to be completed and emailed to the Work Place Learning Unit as early as possible once concerns have been identified: Education-WPL@csu.edu.au

The supervising teacher will complete **the final report** in collaboration with the university liaison officer and the teacher education student. The school principal also needs to sign the final report and may wish to write part of the summary comment.

The **final report** and your **attendance sheet** need to be signed by either the principal or school coordinator, the supervising teacher and the teacher education student before it can be **submitted to EASTS by the teacher education student**. By the end of the placement the goal is to 'demonstrate' each of the standards and focus areas. Those rated at 'working towards' or 'not demonstrated' contribute to future placement goals.

	Satisfactory	Unsatisfactory
Professional Experience Report	<p>Mid-placement review has been completed to a satisfactory level during week 3 and the Final placement report has been completed and signed by required parties.</p> <p>Most of the criteria have been achieved at the Working Toward or above levels.</p> <p>The teacher education student has submitted the completed and signed report to EASTS on or before the final day of your placement.</p> <p>Accurate attendance information has been included on the report.</p> <p>Documentation (medical certificate, leave form) has been provided for any absences.</p> <p>All days absent have been made up as required.</p>	<p>Report is incomplete or has not been submitted.</p> <p>Attendance requirements have not been met.</p>

Assessment Task 3 – Final Professional Teaching Portfolio

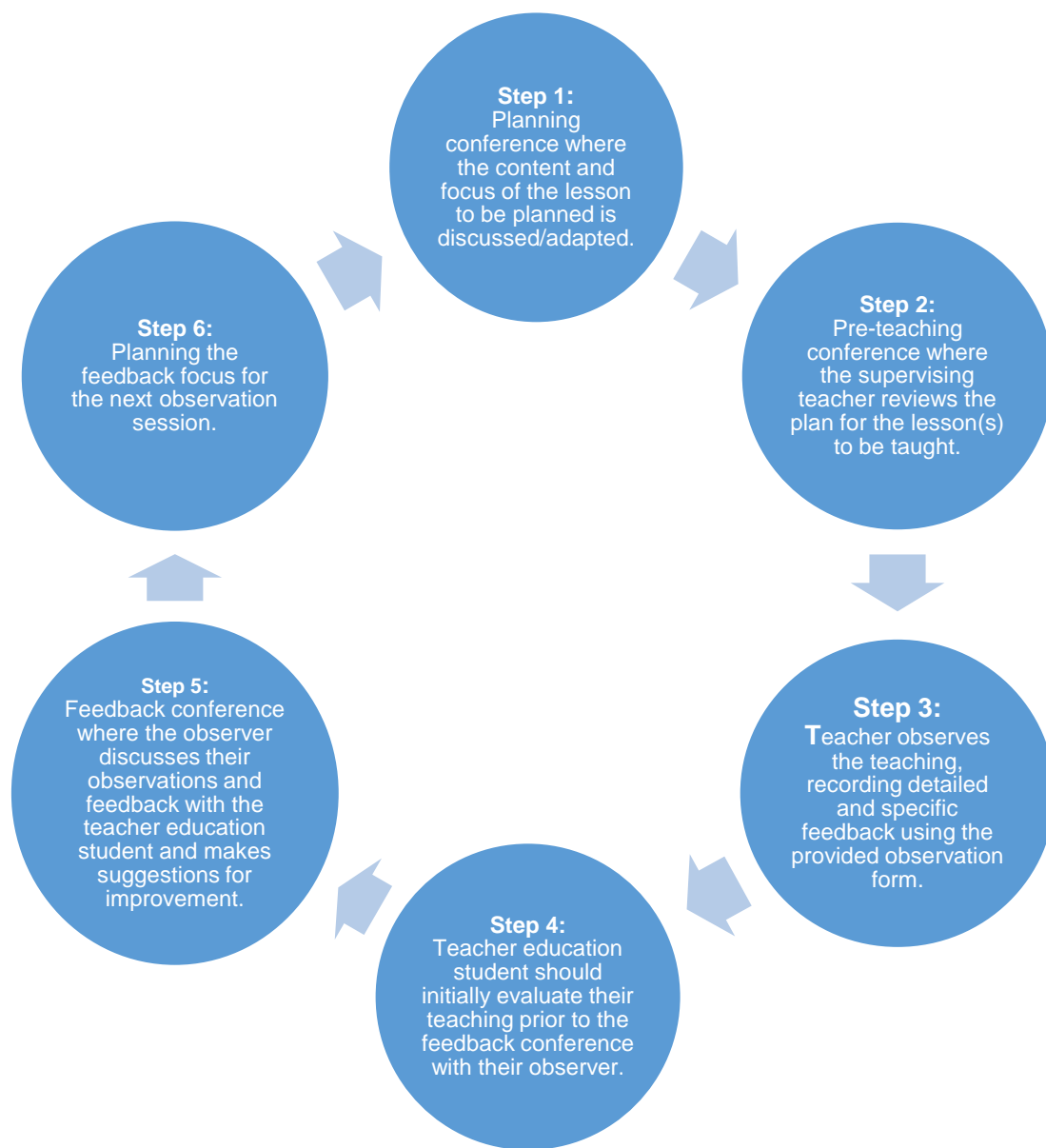
This assignment comprises the redevelopment and final submission of your Professional Teaching Portfolio.

In this task you are required to demonstrate your growth in professional learning, in the effectiveness of your classroom teaching and to demonstrate your readiness for transition into the teaching profession.

This is a summative task, and will be graded as SY/US. The requirements and the criteria for your Professional Teaching Portfolio are in your Subject Outline.

CYCLE OF SUPERVISION

The teacher education student and the supervising teacher should engage in the following cycle of supervision:



DOCUMENTATION: PLANNING, EVALUATION AND ASSESSMENT

During this placement documentation and tasks should be organised into a sectioned folder.

All documentation must be up to date and available for the supervising teacher and university liaison officer to view at all times. During the final week of the placement (or earlier if requested by the supervising teacher) the Professional Experience Folder must be submitted to the supervising teacher for assessment. It does NOT need to be returned to the university.

Lesson planning, assessment and evaluation

It is important that all lessons/learning activities be planned and discussed with the supervising teacher at least one day **prior** to the teaching of the lesson. During this placement lessons will be planned and evaluated using the planning templates in [Appendix 2: Lesson Plan](#) and [Appendix 3: Lesson Evaluation](#).

All planning is to be available at any time for perusal by supervising personnel.

Teacher education students are required to complete detailed planning for each lesson. This should be at a standard and with sufficient detail that would allow another teacher to teach the lesson. Teacher education students should select the planning pro-forma that is most suitable for the teaching purpose (e.g. a plan for a group, unit plan, a 'routine' lesson plan). The "backward design" approach, represented by the following questions, should be used as a thinking process when planning for any learning.

This approach is:

- What do I want the students to learn? (Learning objective/outcome/intention)
- How will I know they have learned this? (Indicators or success/achievement criteria)
- What learning experiences would best help them learn this? (Learning activities)

All lessons are to be evaluated fully and teaching and learning goals set for the next lesson/session/day.

Daybook

In addition to lesson and unit plans, teacher education students must complete a daybook for the duration of their placement. This should include a daily timetable and an overview of teaching and non-teaching tasks, a note of other responsibilities (e.g., special events, playground duty), and reminders related to specific children and any other detail which will assist in classroom organisation and management. See [Appendix 4: Daybook](#) for an example.

Resource Collection (on-going)

During this professional experience, teacher education students are expected to begin to develop a collection of ideas and materials that will assist in this, and future, teaching sessions. The resource collection should be added to during each subsequent teaching session as well as from other sources. By the end of their course the teacher education student will have a bank of resources that will serve as a 'survival kit' for those early days of their teaching career. You are not required to submit the collection to the subject coordinator.

The Resource Collection should be organised with flexibility and imagination in such a way that ideas are able to be found easily. For example, sections such as:

- Content area
- Key ideas
- Language-based activities
- Evaluation and assessment
- Computer software
- Websites

- Books - author, title, publisher, source, price, suitability
- Samples of children's work, showing date and stage level.

Other non-curriculum sections should be included:

- Classroom Management
- Themes
- Ideas for Display
- Assessment/Evaluation.

Naturally, as the collection expands a separate file will be needed for each age group. Teacher education students may find it more effective to develop separate sections for each placement.

Other resources and ideas may include:

- Program layouts
- Record keeping
- Lesson plans
- Teaching methods
- Books - author, title, publisher, source, price, suitability
- Assessment e.g., checklists, sample tasks, feedback samples
- Recording of results, attainments, etc.
- Collections, e.g. songs, music, poems, stories, craft, art, special occasion.

As well as these files, samples of children's work showing date and age level should be collected. Add the resources and ideas you feel are appropriate from professional experience.

SUGGESTED PROGRESSION OF TEACHING

The following teaching responsibilities are the suggested minimum requirements and may need to be adjusted in response to the context and the teacher education students' own development and progress.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 1 Orientation	Observation in own & other classes	<p>N.B. If you have completed studies in two secondary teaching areas (including the curriculum method subjects 1 and 2 for each teaching area) you must undertake teaching experience in <u>both</u> teaching areas whilst on placement for EPT436.</p> <p>Priority for this week:</p> <ul style="list-style-type: none"> • Discuss your teaching goals with your ST. • Share your ePortfolio (Assignment 1) with your ST and discuss particular Standards that you need to focus on in order to enhance your 'best' evidence samples to date. • Further develop your skills of observation and analysis, focusing particularly on 'gaps' in your knowledge vis-à-vis the Standards. Document your reflections in your Daybook. • Articulate how individual lessons fit within broad unit frameworks. • Familiarise yourself with school procedures and policies: welfare; evacuation; wet weather; meeting schedule; excursion policy etc. • Negotiate classes for a 0.8 teaching load which you will progress to by the end of the practicum. • Assist ST with preparation of teaching materials. • Become involved in lessons from Day 1. • Develop profiles of your classes which you will use in planning to teach them (Standard 1). • Identify particular strategies and resources (human and physical) used to cater for diversity in the classroom (Standard 1). • Team teach with ST if appropriate. • Contact university liaison officer if no contact has been made. • Discuss the units of work for weeks 2-6. 	<p>N.B. If the TES has completed studies in two secondary teaching areas (including the curriculum method subjects 1 and 2 for each teaching area) they must undertake teaching experience in <u>both</u> teaching areas whilst on placement for EPT436.</p> <ul style="list-style-type: none"> • Introduce TES to staff in KLA and other sections of the school (note the above requirement in regard to undertaking teaching experience in both teaching areas). • Organise for observation of classes in KLA (and other KLAs if possible). • Negotiate 0.8 load of classes on which TES can focus attention to undertake teaching in following weeks. • Discuss the TES' teaching goals and ePortfolio for the Standards. • Help the TES to understand how individual lessons fit within broad unit frameworks. • Prepare parts of lessons <u>with</u> the TES, ensuring that Standard 1 is a clear focus and that differentiated work for students (modified and extension) is discussed and shared. • Assign tasks such as resource preparation to TES. • Discuss the units that are planned for teaching in weeks 2-6 with the TES.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 2 Familiarisation	Prepare material with ST's input and present teaching material independently	<ul style="list-style-type: none"> • With assistance of ST make connections between curriculum perspectives – e.g. Indigenous education – syllabus documents, classroom practices and school policies, and issues of social justice. • Follow specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection (Standard 4). • Discuss with your supervising teacher the discipline and bullying policies in the school, taking notes accordingly (Standard 4). • Note the classroom teacher's routines and strategies for managing the class in different situations and at different times of the day (Standard 4). • Research teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context and learners (Standard 2). • Continue to observe and analyse your ST teaching. • Discuss draft lesson plans with ST. • Employ appropriate pedagogical practices for the diverse nature of the school population. • Plan ALL teaching/learning experiences fully using the template in this Guide (Appendix 2). • Teach at least TWO complete lessons (50 minute equivalent) per day. • Comprehensively evaluate all lessons taught using the template in this Guide (Appendix 3). • Develop teaching and learning programs and/or lesson plans which show integration of higher order thinking skills and ICT (Standard 2, Standard 3). • Write daily reflections on your teaching practice in your personal daybook (see Appendix 4). • Gather and annotate evidence examples for the Standards, share and discuss with ST. 	<ul style="list-style-type: none"> • Make explicit for the TES the linking of curriculum/good classroom practice with teaching and learning methodology and policies – school, regional and departmental. • Assist TES to plan and present at least two (50 minute equivalent) lessons per day – team teaching is appropriate. • Assist TES to develop & implement appropriate classroom management strategies. • Provide in-depth feedback and advice on strengths and weaknesses – observe all lessons; provide written feedback on the required two lessons per day. • Assist TES in goal setting for improvement.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 3 & 4 Consolidation	Plan, present, assess and evaluate your teaching	<p>Participate in the mid-placement review with ST.</p> <ul style="list-style-type: none"> • Towards the end of week 3, undertake the planning and teaching of some sequences of lessons. • Employ appropriate pedagogical practices for the diverse nature of the school population. • Assess students and evaluate lessons using appropriate indicators, to enable enhanced student learning. • Record and use assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning in your Daybook (Standard 5). • Reflect upon ways of modifying teaching practice as a result of assessment data in consultation with your supervising teacher (Standard 5). • Negotiate with staff to work with students with special needs. • Move to independent teaching and in-depth planning of all lessons. • Research teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context and learners (Standard 2). • Develop teaching and learning programs and/or lesson plans which show either integration of higher order thinking skills or ICT (Standard 2). • Demonstrate commitment to professionalism. • Gather and annotate evidence examples for the standards, share and discuss with ST. • Make observations in your Daybook regarding how the supervising teacher establishes/maintains respectful collaborative relationships through the use of verbal and non-verbal communication in assemblies, community meetings, on excursions and/or in parent/teacher meetings (as appropriate and wherever possible) (Standard 7). • Participate with school staff in all school activities and record any additional activities in which you have engaged (Standard 7). 	<p>Mid-Session Assessment Week 3</p> <ul style="list-style-type: none"> • In week 3, undertake the mid-placement review with the TES, with reference to the standards in the Professional Experience Report. Mid-placement review to be noted on the front of the Professional Experience Report. Emergent concerns to be notified to the workplace learning and professional experience team immediately. • Provide oral feedback on at least two lessons per day; written feedback on at least one per day. • Provide extension or remediation as appropriate. • If appropriate, increase teaching load up to 3 lessons per day. Err on the side of quality rather than quantity. At least 0.5 load by end of week 4. • Allow the TES opportunities to plan and teach a sequence of lessons. • Ensure all lessons are fully planned and carefully evaluated. • Assist TES to negotiate a link with Support Staff – e.g. Inclusive Education unit.

PROGRAM PHASE	FOCUS	EXPECTATIONS OF TEACHER EDUCATION STUDENT	ROLE OF SUPERVISING TEACHER
Week 5 & 6 Transformation	Move to independence on maximum of 0.8 load	<p>Complete final assessment following discussion with pre-service teacher and mentor/supervisor</p> <ul style="list-style-type: none"> • Teach maximum of 0.8 load independently, with ST's supervision in classroom. • Manage transitions between lessons and daily routines. • Gather and annotate evidence examples for the Standards, share and discuss with ST. • Promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities (Standard 3). • Collect samples of two-way communication between the supervising teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters, etc. Either take notes or digitally record these (with permission) (Standard 3). • Plan lessons that shows clear evidence of a range of teaching and learning strategies that nurture inquiry: discovery, cooperative learning, experiment, research (Standard 3). • Draw on resources within the community to enhance lesson/unit content (Standard 3). • Spend time in Special Education Unit if possible. • Write an evaluation of your progress and development during this professional experience in consultation with your supervising teacher. Consider how well you have achieved your personal professional goals, what Standards you have achieved well in and which ones were more challenging for you (500-750 words). Keep this self-evaluation in your professional experience file. It might also be used as a best sample of evidence in your final EPT436 portfolio. • Discuss final report with ST. • Upload a copy of your Professional Experience Report to EASTS <i>on the final day of your school placement</i>, after the ST has completed, signed and locked the report. 	<p>Complete final assessment following discussion with pre-service teacher and mentor/supervisor</p> <ul style="list-style-type: none"> • Ensure all of TES' lessons are fully planned and evaluated. • TES should teach maximum of 0.8 load for these weeks with limited support. • Discuss lesson plans with TES prior to teaching. • Guide TES to draw on resources within the community to enhance lesson/unit content (Standard 3). • Observe and provide formal written feedback to TES on at least two lessons per day. • Complete final report with TES. The Report for this subject must include original signatures of the Principal, ST and TES. • The TES must upload the Report to EASTS.

APPENDIX 1: PROFESSIONAL EXPERIENCE GOALS (300-400 words)

GOAL AND RATIONALE <ul style="list-style-type: none"> The goal should begin with 'To...' (e.g. 'To improve my behaviour management and extend my awareness of positive behaviour management strategies'). Now identify it in relation to the AITSL standard (e.g. Standard 4: Create and maintain supportive and safe learning environments; 4.3 Manage challenging behaviour). Now write a rationale for it: why have you chosen this goal? See our Subject Outline for further details. 	ACTION <ul style="list-style-type: none"> Describe the action to achieve the goal. Actions should be demonstrable, e.g. 'Demonstrate awareness of a range of different positive behaviour management strategies (through my reading of related academic theory and consistent application of this in the classroom)'. 	EVIDENCE <ul style="list-style-type: none"> This is the evidence that will be collected to demonstrate achievement of the goals (and related Standards). Evidence of achievement should be tangible, e.g. written feedback from supervising teacher, positive verbal feedback from students, improvement in student engagement, appropriate behaviour management strategies incorporated into lesson plans.
Goal 1: Professional Knowledge		
Goal 2: Professional Practice		
Goal 3: Professional Engagement		
Other aims you may have for the professional experience:		

Teacher Education Student

Supervising Teacher

Subject Coordinator

APPENDIX 2: LESSON PLAN TEMPLATE

Unit/Lesson Title		Lesson Duration	Stage..... Year	Class/Group	
Rationale		Syllabus Outcomes	Syllabus Content		
Prior knowledge		Risk Assessment	Resources		
Specific Teaching Target (identified from previous teaching & related to presence in the classroom; classroom management etc)					
Learning Outcomes/Indicators <i>These should be precise indicators of intended student learning</i>	Time Guide	Content/Learning Experience <i>Introduction (Engagement)</i> <i>Body (Exploration/Transformation/Presentation)</i> <i>Conclusion (Presentation/Reflection)</i>	Teaching Strategies	Class Organisation <i>Grouping & classroom environment</i>	Assessment Formative/Summative <i>What will you assess and how will you assess student learning?</i>
Transition to next lesson (<i>How will this happen?</i>)					
Follow up (<i>Which students need to be followed up? What material should be repeated? What teaching strategies need to be modified?</i>)					
Supervising Teacher's Signature:.....			NB. <i>This must be signed before the lesson is taught</i>		

APPENDIX 3: LESSON EVALUATION

Lesson Evaluation			
OUTCOMES	RESOURCES/ ENVIRONMENT	PRESENTATION/STRATEGIES	INTERACTION/COMMUNICATIONS
Were they experienced/achieved/ developed? Why/Why not? How do you know?	Were they appropriate/utilised? Why/Why not? How do you know?	Were these appropriate? Why/Why not? How do you know?	Was this appropriate? Why/Why not? How do you know?
Follow-up How is this evaluation going to impact in future learning experiences for your students?			
Evaluation of specific teaching target (identified on lesson plan)			
How will I adjust my teaching as a result of this lesson?			
Specific teaching targets (should be written into next day's lesson plan)			
Supervising Teacher's Signature _____		Date _____	
<i>NB: This must be signed before lesson is taught</i>			

APPENDIX 4: DAYBOOK

Date:				
Class:	Content/Learning Intentions	Teaching/Learning Activities	Resources	Assessment & Evaluation
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

APPENDIX 5: GRADUATE AUSTRALIAN STANDARDS FOR TEACHERS – EVIDENCE GUIDE**Professional Teaching Portfolio**

For teacher education students to achieve their qualification from CSU, they will need to demonstrate that they meet all Standard Descriptors at Graduate Teacher level across the seven standards of the Australian Professional Standards for Teachers. To help compile evidence of this, each professional experience subject requires further development of a Professional Teaching portfolio. This will also enable demonstration of the ability to apply and integrate the knowledge and skills that underpin each standard. The following evidence guide intends to aid this process.

NOTE: The development of the Portfolio of Evidence during professional experience is compulsory for the teacher education student and it will be built on during their subsequent placement/s. This evidence guide should also be used to inform the supervising teacher's judgment about the teacher education student's achievement of the report standards at the end of the placement.

<i>Graduate standard descriptor</i>	<i>Example practices</i> <i>(see BOSTES evidence guide)</i>	<i>Examples of possible evidence</i>
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN		
<i>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</i>	<ul style="list-style-type: none"> Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner Identifies achievable learning goals for students Demonstrates a developing awareness of differences in students' learning styles and needs Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching 	<ul style="list-style-type: none"> Differentiated teaching strategies observed and recorded to support students' physical, social or intellectual development to target different areas of student learning Lesson plan demonstrating use of a variety of teaching strategies applicable to the range of students in a class
<i>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</i>	<ul style="list-style-type: none"> Identifies current research into how students learn and the implications for teaching 	<ul style="list-style-type: none"> An annotated lesson plan which links research and/or collegial advice about how students learn
<i>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds</i>	<ul style="list-style-type: none"> Shows an awareness of the need to differentiate teaching strategies based on student diversity Is aware that schools have programs and policies relating to inclusivity Begins to incorporate global issues into lessons and unit planning 	<ul style="list-style-type: none"> Lesson observation notes about how the supervising teacher structures lessons and content to cater for the linguistic, cultural and religious socioeconomic backgrounds of all students Notes on teaching resources that are sensitive and inclusive of identified student linguistic, cultural,

	<ul style="list-style-type: none"> Displays cultural sensitivity 	religious and socioeconomic backgrounds
<i>1.4 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</i>	<ul style="list-style-type: none"> Acknowledges and respects diversity in students of Aboriginal and Torres Strait Islander backgrounds 	<ul style="list-style-type: none"> Lesson plan that includes teaching strategies that have been designed and implemented by the teacher based on the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students Lesson observation notes and discussion about effective teaching strategies that have been modified to reflect the learning needs and histories of Aboriginal and Torres Strait Islander students
<i>1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</i>	<ul style="list-style-type: none"> Is aware of the need to differentiate teaching to meet the different learning needs of all students Develops lessons that meet the different needs of all students 	<ul style="list-style-type: none"> Lesson plan with differentiated tasks to meet the learning needs of individual students and groups of students Student work samples and/or assessment tasks that show how students across the full range of abilities are able to demonstrate their learning
<i>1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability</i>	<ul style="list-style-type: none"> Is aware of and discusses disability legislative requirements Discusses how the learning needs of students with different disabilities could be met Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 	<ul style="list-style-type: none"> Individual learning plans for students with disability are sighted and discussed
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		
<i>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</i>	<ul style="list-style-type: none"> Clearly articulates and accurately explains the content of the lesson Accurately answers content-related questions from students 	<ul style="list-style-type: none"> Lesson plan with a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking)

	<ul style="list-style-type: none"> Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context 	
<i>2.2 Organise content into an effective learning and teaching sequence</i>	<ul style="list-style-type: none"> Plans individual lessons clearly and logically Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program 	<ul style="list-style-type: none"> Lesson plan that reflects curriculum requirements and is well sequenced to develop understanding of content
<i>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</i>	<ul style="list-style-type: none"> Uses the school program as a basis for designing effective lesson plans and assessment of learning Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly 	<ul style="list-style-type: none"> Written reflection on and analysis of a lesson which shows a clear understanding of the links between curriculum and assessment
<i>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</i>	<ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage. demonstrating this in approaches to teaching, learning and student interactions 	<ul style="list-style-type: none"> Lesson observation notes about lesson content and structure where the aim of the lesson is to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages
<i>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas</i>	<ul style="list-style-type: none"> Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement 	<ul style="list-style-type: none"> Lesson plan that shows the application of explicit and structured literacy and numeracy strategies informed by student data
<i>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</i>	<ul style="list-style-type: none"> Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful Can incorporate ICT resources into lessons to enhance students' learning 	<ul style="list-style-type: none"> Lesson plan that shows a variety of ICT teaching and learning activities (Web-based research, Web 2.0 tools, Blogs, Social Bookmarking, Social Networking, RSS, Word, PowerPoint, Excel) that link to syllabus outcomes and take into account available ICT resources
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
<i>3.1 Set learning goals that provide achievable challenges for students of varying</i>	<ul style="list-style-type: none"> Identifies clear and appropriate learning goals with respect to syllabus documentation and specific 	<ul style="list-style-type: none"> Lesson plan include high yet realistic and measurable goals, along with what steps are to be taken in order to

<i>abilities and characteristics</i>	<p>learning needs</p> <ul style="list-style-type: none"> Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students 	<p>achieve them, so students understand the direction and expectations of the lesson.</p>
<i>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</i>	<ul style="list-style-type: none"> Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher Reflects with their supervising teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning 	<ul style="list-style-type: none"> Reference to the teaching and learning cycle and different models of learning in a sequence of lesson plans Supervising teacher feedback on the implementation of content and strategies
<i>3.3 Include a range of teaching strategies</i>	<ul style="list-style-type: none"> Plans and incorporates a range of teaching strategies Includes a basic range of teaching strategies 	<ul style="list-style-type: none"> Lesson plan that shows a range of appropriate teaching and learning strategies including expository (explanation, modelling and demonstration, guided reading, discussion, questioning) and inquiry (discovery, cooperative learning, experiment, research)
<i>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning</i>	<ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher 	<ul style="list-style-type: none"> Student work samples which show that students are engaged in their learning and that a variety of resources, including ICT, have been used
<i>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support</i>	<ul style="list-style-type: none"> Uses effective oral and written communication skills, including the promotion of standard Australian English 	<ul style="list-style-type: none"> Written reflection on and analysis of the verbal and non-verbal communication strategies used to support

<i>student engagement</i>	<ul style="list-style-type: none"> • Implements the use of vocabulary and metalanguage to develop conceptual understanding • Employs a range of questioning techniques such as open/closed questioning • Begins to acknowledge and develop student responses in an inclusive manner • Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • Demonstrates and models non- verbal forms of communication, in consultation with the supervising teacher 	<p>student engagement in a lesson</p> <ul style="list-style-type: none"> • Written feedback from the supervising teacher about the teacher education student's interaction with students that show his/her effective use of verbal and non-verbal communication strategies in the classroom to support student understanding, participation, engagement and achievement, including responding positively and inclusively to all students
<i>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</i>	<ul style="list-style-type: none"> • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g. observational data) • Develops a range of strategies to cater for the diverse range of learners within the class • Accesses assessment criteria in consultation with the supervising teacher • Reflects on lessons to inform future planning and to improve pedagogy • Describes broad strategies that can be used to evaluate teaching to improve student learning 	<ul style="list-style-type: none"> • Modified lesson plan based on evaluation of evidence, including feedback from student assessment data, of how the students performed
<i>3.7 Describe a broad range of strategies for involving parents/carers in the educative process</i>	<ul style="list-style-type: none"> • Communicates effectively with parents/carers in the classroom • Consults with the supervising teacher in order to understand school-home connections (e.g. the school homework policy) • In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance • Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities 	<ul style="list-style-type: none"> • Samples of two-way communication between the supervising teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters etc

	<ul style="list-style-type: none"> • Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers • Describes strategies for involving parents/carers in the educative process 	
STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS		
<i>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities</i>	<ul style="list-style-type: none"> • Discusses strategies with the classroom teacher • Communicates value and respect for students as individuals and learners • Trials and reflects upon the success of strategies to support student engagement 	<ul style="list-style-type: none"> • Observation notes that show how the supervising teacher creates a positive learning environment for all students
<i>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions</i>	<ul style="list-style-type: none"> • Has learnt and uses students' names • Records observations and discusses classroom routines • Records observations and discusses techniques that teachers use to support student time spent on learning tasks • Trials and reflects upon the implementation of classroom management strategies 	<ul style="list-style-type: none"> • Written feedback from the supervising teacher about the teacher education student's ability to show effective time management, interactions and classroom movement, and provide clear directions
<i>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour</i>	<ul style="list-style-type: none"> • Remains calm and fair • Discusses student management techniques that are appropriate and consistently applied • Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches • Understands the need to establish and work within an identifiable welfare/classroom management system 	<ul style="list-style-type: none"> • Written reflection that shows the implementation of a practical approach to managing a challenging behaviour
<i>4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements</i>	<ul style="list-style-type: none"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Trials and reflects upon practices for student well-being after discussion with the supervising teacher 	<ul style="list-style-type: none"> • Notes that show an understanding of the school's discipline and welfare policies especially around bullying and risk management

4.5 <i>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</i>	<ul style="list-style-type: none"> Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g. awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) 	<ul style="list-style-type: none"> Notes that show an understanding of the school's policies on the safe, responsible and ethical use of ICT in learning and teaching for example, awareness of cyber bullying, harassment, appropriate use of text messaging etc.
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.1 <i>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</i>	<ul style="list-style-type: none"> Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher Records and uses assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning 	<ul style="list-style-type: none"> Annotations on the supervising teacher's class assessment plan/schedule showing his/her range of assessment strategies with analysis of expected use and intended outcomes
5.2 <i>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</i>	<ul style="list-style-type: none"> Gives constructive and purposeful feedback to students about their learning progress Provides appropriate encouragement to students 	<ul style="list-style-type: none"> Examples of student work showing teacher education student's feedback about individual student achievement relative to personal learning goals
5.3 <i>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</i>	<ul style="list-style-type: none"> Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics Develops from their supervising teacher an understanding about school or system assessment and moderation policies 	<ul style="list-style-type: none"> Student work samples that have been annotated to reflect the common assessment criteria or rubric
5.4 <i>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</i>	<ul style="list-style-type: none"> Considers the types of evidence required to effectively evaluate student learning Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher 	<ul style="list-style-type: none"> Lesson plans that have been annotated to show modifications to differentiate for individuals and/or groups as a result of student assessment data
5.5 <i>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</i>	<ul style="list-style-type: none"> Discusses student achievement with the supervising teacher Is familiar with the school's reporting procedures and policies 	<ul style="list-style-type: none"> Samples of clear, accurate and respectful de-identified student progress or summative assessment reports
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING		
6.1 <i>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional</i>	<ul style="list-style-type: none"> Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice 	<ul style="list-style-type: none"> Teaching goals that show clear links between professional learning needs and identified Standards, Focus Areas and/or Descriptors from the Australian

<i>learning needs</i>	<ul style="list-style-type: none"> Engages in self-reflection about aspects of professional knowledge, practice and engagement Identifies personal learning goals in relation to the standards 	Professional Standards for Teachers
<i>6.2 Understand the relevant and appropriate sources of professional learning for teachers</i>	<ul style="list-style-type: none"> Seeks opportunity within the school for professional learning through discussions with staff Attends professional meetings 	<ul style="list-style-type: none"> Evidence of participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as online courses, blogs, webinars) while on placement
<i>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</i>	<ul style="list-style-type: none"> Sets short-term teaching goals in discussion with their supervising teacher Receives constructive feedback in a positive and professional manner Acts promptly in applying feedback to improve teaching practices 	<ul style="list-style-type: none"> Documented reflection on practice in a lesson plan evaluation arising from a professional discussion with the supervising teacher
<i>6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</i>	<ul style="list-style-type: none"> Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 	<ul style="list-style-type: none"> Evidence of action research undertaken by teachers to address identified student learning needs with a focus on improved teacher practice
STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY		
<i>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</i>	<ul style="list-style-type: none"> Behaves ethically and respects the confidentiality of student and school information Communicates effectively and interacts professionally with colleagues Reflects on personal and professional ethical practice 	<ul style="list-style-type: none"> Copy of the Code of Ethics included in the placement folder
<i>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage</i>	<ul style="list-style-type: none"> Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies Describes relevant legislative, administrative and organisational policies and processes 	<ul style="list-style-type: none"> Evidence of relevant legislative, administrative, organisational and professional school policies
<i>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers</i>	<ul style="list-style-type: none"> Employs appropriate and respectful professional communication with school staff, visitors, parents and carers 	<ul style="list-style-type: none"> Notes from observations of the supervising teacher (e.g. in meetings, during assemblies and community meetings, on excursions, in parent/teacher meetings)

	<ul style="list-style-type: none"> • Describes strategies for working effectively with parents/carers 	showing that the teacher establishes/maintains respectful collaborative relationships through the use of appropriate language, tone and body language
<i>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice</i>	<ul style="list-style-type: none"> • Shows willingness to participate with school staff in a range of activities • Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice 	<ul style="list-style-type: none"> • Notes that show a record of activities that teachers undertake in a professional network

[Document 4: Professional experience - Evidence guide for supervising teachers \(BOSTES, 2015\)](#)