

Middle School Secondary

Professional Experience Handbook

2022

Third Year Undergraduate and First Year Master of Teaching

**Guidelines for Pre-Service Teachers,
Site Coordinators, Mentor Teachers and
University Liaisons**

The QR code below directs QR readers on mobile devices to the current
Professional Experience (Education) web pages



Contents

General Information	page
Contact Information	3
Professional Experience Calendar.....	4
Fitness for Placement	5
PSTs' Responsibility and Success Criteria.....	6-8
Preparation for Placement and the Five Planning Days.....	9-10
Emergency Contact Form.....	11
Role of the University Liaison	12
Withdrawal from Placement	13-14
Overview of the Block Placement	15
Information for the Mentor Teacher	16
Assessment and Reporting	17
Resources /Reviews / Reports / Rubrics	
Record of Planning days.....	18
Resources: Planning for Teaching	19
Lesson Planning and Example Lesson Plans	20
Student Inclusivity	21
Lesson Plan examples.....	22-24
Lesson Feedback Proforma	25
Report templates and Information.....	26-30
Professional Standards for Teacher – PST Development Continuum.....	33-40

CONTACT INFORMATION

SCHOOL PLACEMENT ISSUES

Please contact the WIL placement officer regarding issues about pre-service teacher injury, absenteeism or sickness.

WIL Placement Officer

Phone:

Email:

Bilha Lagat

8201 5410

mssprofexp@flinders.edu.au

WIL Coordinator

Phone:

Email:

Haylee Scott

8201 3049

haylee.scott@flinders.edu.au

Teacher Payments Enquiries

Email:

cepsw.placements@flinders.edu.au

Professional Experience Website:

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

ACADEMIC or STUDENT ISSUES:

Each pre-service teacher will be assigned a University Liaison who will be responsible for supporting their placement. Any questions or issues can be addressed to the University Liaison in the first instance. If there are concerns about student conduct or performance or further support is needed please contact the Academic Coordinator/Director of Professional Experience.

Jackie Thomson, Academic Coordinator and Director of Professional Experience

Office: Education Building 4.51

Phone 82013348

Mobile 0418 740 215

Email: Jackie.Thomson@flinders.edu.au

Uni Week	Dates 2022 Week begins	School Dates		FLINDERS UNIVERSITY 3rd YR UG/1st YR MTEACH PROFESSIONAL EXPERIENCE DATES	
		Term	Week		
Uni break		1			
Uni break					
Uni break					
Uni break					
'O' week	21 Feb				
1	28 Feb			Preparation for Placement Lecture 1 3529/9131	
2	7 Mar			Lecture 2	
3	14 Mar			Lecture 3	
4	21 Mar			Lecture 4	
5	28 Mar			Lecture 5	
6	4 Apr			Lecture 6	
Uni break	11 Apr				
Uni break	18 Apr				
7	26 Apr				
8	2 May	2	1	Lecture 7	
9	9 May		2	Lecture 8	
10	16 May		3	Lecture 9	
11	23 May		4	Lecture 10	
12	30 May		5	Lecture 11	
13	6 June		6	Lecture 12	
14	13 Jun		7		
Exam Week	20 Jun		8		
Exam Week	27 Jun		9		
Uni break	4 Jul		10		
Uni Break	11 Jul				
Supp. exams	18 Jul				
1	25 Jul	3	1	School negotiated Planning days	Placement topic EDUC 3642/9233
2	1 Aug		2	School holidays	
3	8 Aug		3	School holidays	
4	15 Aug		4	Teaching Week 1	School negotiated Planning days
5	22 Aug		5	Teaching Week 2	Teaching Week 1
6	29 Aug		6	Teaching Week 3	Teaching Week 2
7	5 Sep		7	Teaching Week 4	Teaching Week 3
8	12 Sep		8	Make up any days if missed	Teaching Week 4
Uni break	19 Sep		9	Return to university for NS2 topics	
Uni break	26 Sep		10	Preparation for Final Year Lecture 1	
9	3 Oct			Preparation for Final Year Lecture 2	
10	10 Oct				
11	17 Oct	4	1	Preparation for Final Year Lecture 3	

FITNESS FOR PLACEMENT

The current legal requirements for working with children and young people can be found at: <https://students.flinders.edu.au/my-course/placements/compliance/education#handbooks>

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

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

- Applicable to all University PSTs involved in such placements,
- Related to the requirements of the duties or functions to be carried out in the placement,
- Consistent with University Policy and Commonwealth and State Government Legislation relating to equal opportunity and discrimination.

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

Where there is a pre-existing medical or other condition such that the ability to practice may be impaired, the PST will provide an access plan and discuss the circumstances with the Academic Coordinator or Director of Professional Experience so, **that where possible**, reasonable adjustments can be considered and applied. The PST may wish to discuss this with the University Disability Liaison Officer in the first instance.

For further information regarding the University WIL policy, fitness for placement, please read the following document:

<https://www.flinders.edu.au/content/dam/documents/staff/policies/academic-students/work-integrated-learning-policy.pdf>

FLINDERS UNIVERSITY HEALTH AND COUNSELLING SERVICES Tel 8201 2118

Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University Students, including those studying completely online. Priority will be given to PSTs if they indicate that they are on placement. More information regarding booking appointments can be found at: <https://students.flinders.edu.au/support/hcd>

PRE-SERVICE TEACHER RESPONSIBILITIES

As a representative of Flinders University, PSTs must behave in a professional and courteous manner. Therefore, PSTs are expected to:

- provide the Site Coordinator with their Introduction Form
- use their Flinders email and include an email signature on all correspondence
- show the school a copy of their WWCC, RRHAN-EC and vaccination status (if requested) on their first visit. PSTs that cannot produce this certification upon arrival **will not be able to commence placement.**
- wear their name badge on all school visits
- be at school from **8am-4pm as a minimum, each day** (unless directed otherwise by the school)
- be punctual and remain at the school for 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 email address, mobile phone number and emergency contact information (form p.11)
- advise the placement office if their University Liaison has not made contact by the middle of week one of the placement block
- respond, in a timely manner, to contact from their University Liaison
- negotiate responsibilities with their mentor teacher in accordance with school and University expectations
- 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 mentor/s with their unit and lesson plans well ahead of teaching to ensure adequate time for feedback
- provide their mentor/s with a lesson plan for every lesson taught
- listen openly, reflect and act on mentor, liaison, and school coordinator feedback
- undertake the interim review process with their mentor and provide copies together with their Professional Learning Plan to their University Liaison
- only use mobile phones during break times and move to a private area. Discuss with their mentor teacher if they need to answer their phone in class, due to an emergency
- discuss with mentors all aspects of the placement handbook and assessment processes and timelines and download relevant templates from the professional experience website
- **thank and show appreciation to all school staff for their support during their placement.**

Make a full-time commitment to your placement.

It is not permissible to negotiate a late arrival, a day off or an early departure.

You are expected to be there every day, ready to teach and ready to learn.

Maintain your wellbeing so that you can cope with the demands of teaching.

SUCCESS CRITERIA

According to the Standards *emerging level* of performance, towards the end of placement successful PSTs will be able to:

- articulate knowledge of students in their class/es and how they learn
- implement and effectively teach using the Australian Curriculum (or equivalent)
- self-assess and address gaps in their professional knowledge and practice
- undertake professional discussions on how classroom management and teaching methodologies impact student learning and wellbeing
- apply research from academic studies to planning and teaching
- plan appropriate and challenging learning experiences for all students, with increasing independence and effectiveness
- identify teaching and learning approaches that have a positive influence on student wellbeing, engagement and achievement
- use some educational adjustments to support student learning needs
- use a range of assessment methods to determine student learning progress and achievement
- record student learning to inform planning and decision making
- create a positive and inclusive learning environment for students over an extended period
- develop and maintain professional relationships with staff, students, and parents/caregivers
- describe with evidence, how their teaching has responded to student learning and mentor feedback over time.)
- articulate their effectiveness, as a teacher, against the *emerging 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 an Australian school
- demonstrate originality, creativity, and risk taking in their teaching
- demonstrate significant growth in teaching and professional skills over the placement.

PLACEMENT ASSESSMENT

The following must be met to pass the topic:

- Final report rated as satisfactory or higher.
- On-time submission of Journal Entries (two) and Goal Setting Planner (see page 8 and topic FLO site).

PSTs are required to gather evidence of their impact on student learning while on placement. To gather this evidence, PSTs will need to ask critical and reflective questions for example:

- Who are the students in my class, what influences their learning and development, and how does this knowledge help me plan for effective learning and teaching?
Am I making a difference to student learning and achievement and how do I know?
- Am I inclusive of and responsive to student diversity- abilities, cultures, languages, gender and socio- economic backgrounds?

TASK 1

Set up a **Digital Journal** – This will become your **Teaching Performance Assessment (TPA) journal for your final year placement.**

Use this journal to document your observations and insights about:

- **how teachers design effective teaching and learning programs with consideration of students' backgrounds and abilities**
- **how you applied academic course work to your planning and teaching**
- **what you learnt on placement and how effective was your teaching**

Both journal entries are to be approximately 300 words in length and should demonstrate **reflection on your learning**. In your responses consider the following

Description–What did you notice?

Analysis– What learning theories and approaches support your observations about effective teaching and learning?

Conclusions–How does this help you understand students, their learning and yourself as a beginning teacher? What could you do differently to improve your teaching practice?

TASK 2

Use the **Goal Setting Planner** to review **APST Standard one** and identify the evidence you **currently have** for this standard. What evidence will you need to gather to achieve the Graduate level during your final professional experience? Set yourself, clear, realistic, specific goals for each focus area.

Please note that PSTs must respect school and student privacy by de-identifying all information and evidence.

Task 3

Upload a lesson plan for a lesson you have planned and taught.

TASK SUBMISSION

Upload your two journal entries, lesson plan and the Goal Setting Planner (Standard one only) as one document onto the EDUC 3642/9233 FLO site. **DUE DATE: Within two weeks of placement completion**

PREPARATION FOR PLACEMENT

During the 5 planning days PSTs can undertake the following:

- Find out about school policies (such as assessment and behaviour management) and strategic plans, curriculum documents, extra-curricular activities, the school community etc.
- Discuss your upcoming teaching load and timetable with your mentor/s. What **subjects you will be expected to teach**, the year level **Australian Curriculum achievement standards** you will be planning for and the **resources you will need**.
- Get to know the students you will be teaching. Find out their names, interests, abilities, cultural and language backgrounds, special needs, and/or preferred ways of learning.
- Observe your mentor and other teachers and document how they build professional relationships with students. What effective teaching and learning strategies do they use?
- Negotiate an area for planning and preparation.
- Seek permission to access unit and lesson plans designed by the Department/school/mentor to ascertain ways of planning for effective teaching and learning
- Negotiate preferred unit and lesson plan formats. Examples are provided on FLO (and in this Handbook) and the school may offer other effective examples.
- Arrange a preferred communication system between you and your mentor/s: email, phone, weekly face-to-face meetings etc.
- Discuss with your mentor/s what you hope to achieve on this placement. How will you contribute to class and school programs?
- Demonstrate an open-minded attitude and willingness to learn and improve.

Complete the Emergency Contact Form (page 11) and provide this to the school coordinator.

ADDITIONAL SUGGESTED ACTIVITIES FOR PLANNING DAYS

Gather knowledge about the school and class context	(tick if completed)
School Orientation (guided tour)	
Record the weekly timetable	
Obtain a list of the students in each class	
Gather knowledge for teaching	
Record some 'routine' teacher instructions for 'managing' students	
Seek permission to access information about general strengths of the class in relation to learning and achievement (assessment and wellbeing data)	
Tour the Resource Centre to browse and locate resources. Introduce yourself to staff and become familiar with how to borrow and access resources	
Work with individual and small groups of students.	
Observe and document instructional, social and behaviour strategies used; note strategies/approaches for individual students and groups	
Observe and record the 'flow' of lessons from different subject areas, across each day and the week. How does the teacher manage changes in students' activities?	
Working with your Mentor Teacher	
Undertake yard duties with your mentor teacher	
Shadow a specialist teacher for a day (if appropriate)	
Attend staff meetings	
Write down questions to ask your mentor teacher/s at an appropriate time. Discuss plans to begin teaching from at least day one of your block	



EMERGENCY CONTACT FORM

This information is confidential. School Coordinators are asked to shred this form at the conclusion of the placement.

PSTs, please give this form to your Site Coordinator and discuss your individual circumstances. In the case of an emergency, the school will follow the advice provided by you.

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: _____

THE ROLE OF THE UNIVERSITY LIAISON

A University Liaison is allocated to each pre-service teacher. The University Liaison will:

- facilitate communication between all parties involved in the placement
- work with PSTs to identify and discuss professional issues
- observe PSTs teaching, provide written feedback, and support their planning, teaching and assessment
- be available to discuss the progress of PSTs with school staff as necessary
- support the PSTs in reflecting upon and analysing the effectiveness of their practice
- monitor the interim review process
- manage and liaise with the University Academic Coordinator if issues of concern arise
- if necessary, complete an At-Risk form and offer strategies to the PST for improvement
- explain the reporting system to site staff
- coordinate and add comments regarding student performance to the final report
- ensure reports are completed and submitted to the University by the deadline

Before the first visit, the University Liaison will:

- contact the PST, School Coordinator and mentor to negotiate suitable times to observe the first lesson and to meet with them

During Visit 1 the University Liaison will:

- sight the PST's 'Record of School Visits' to confirm the completion of the 5 full planning days
- observe the PSTs teaching a lesson, provide constructive written feedback and advice
- meet with the mentor(s) and School Coordinator to discuss the PST's progress & the Interim Review and, if there are concerns, discuss the At-Risk process.

During Visit 2 the University Liaison will:

- observe the PSTs teaching a lesson and provide constructive written feedback on the overall teaching performance, areas of growth observed and next steps for learning
- discuss and negotiate with the mentor and school coordinator the final report and assist with accessing and using the reporting system.

After the Placement:

At the end of the placement, PSTs should be **aware of their progress but not given their reports**. Reports are submitted by University Liaisons to the University at mssprofexp@flinders.edu.au Pre-service teachers will be advised when their reports are available.

Please note that in some country and interstate locations University Liaisons will not be able to visit the school and will instead provide distance support.

WITHDRAWAL FROM PLACEMENT

Please note, that withdrawing **before** or **during** a placement has consequences. If a PST withdraws from their placement, the opportunity and timing for repeating a placement will be dependent on the reasons for withdrawal and their revised study plan. An out-of-step study plan usually means that the **course completion date is extended by at least 6-12 months**. PSTs may need to provide medical documentation outlining their fitness to undertake future placements.

VOLUNTARY WITHDRAWAL FROM PLACEMENT

Pre-Service Teachers who wish to withdraw from placement need to:

- firstly, discuss their circumstances with the School Coordinator and/or mentor teacher
- seek further advice on the implications of this decision from the University Academic Coordinator
- return any borrowed materials such as keys, textbooks, student work etc. to the school
- email Haylee Podger and Jackie Thomson, outlining the reasons for withdrawal. See email addresses on page 3 of this handbook.
- confirm withdrawal from placement in writing with the University Liaison and School Coordinator
- formally withdraw from placement through the Flinders University Student Enrolment system

IMPOSED WITHDRAWAL FROM PLACEMENT

The Director of Professional Experience, Academic Coordinator or placement site may withdraw a Pre-Service Teacher from placement at any time if *after due instruction and guidance*, the PST is consistently unable to perform satisfactorily with an appropriate and/or attainable degree of supervision from the mentor and/or others with respect to:

1. Teaching performance: despite adequate, timely feedback from the mentor or others, the PST is unable to develop a sufficient level of independence with the majority of core roles and responsibilities reasonably required
2. The PST breaches the legal, ethical, or professional codes of conduct of the organisation providing the placement.
3. The PST demonstrates gross negligence or misconduct in the performance of an assigned duty; or the Pre-Service Teacher performs in a manner detrimental to self or others.
4. The placement provider is unable to maintain an appropriate placement experience for the PST.

Where a PST is withdrawn for reasons 1-3 listed above, a FAIL grade will be recorded against the topic irrespective of whether this occurs before or after the topic census date.

Where a PSTs placement is terminated because of reason 4 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 PROFESSIONAL EXPERIENCE: AT RISK and FAIL

During the Interim Review process, a PST may be issued with an At-Risk notification. **This is not a Fail** but indicates issues of concern and that improvement is needed. However, if at the end of the Professional Experience the PST's performance is deemed to be **Unsatisfactory**, a **Fail (F)** grade will be given by the University for the topic.

A PST who fails a placement:

- is contacted to meet with the Secondary Course Coordinator and Director of Professional Experience
- is advised of the process to apply to repeat the topic, if applicable
- must apply in writing for permission to repeat a placement indicating a clear plan for improvement against the Australian Professional Standards for Teachers (APSTs). This will be assessed by the Academic Coordinator and Course Coordinator, and if approved, the PST will be granted permission for a repeat placement and will need to request a new study plan from askflinders@flinders.edu.au

GUIDELINES FOR THE 4 WEEK TEACHING BLOCK

This is a suggestion only for developmental learning experiences and tasks for the pre-service teacher as they develop confidence and assume an approximate 60% teaching role

LEARNING OPPORTUNITIES

- recording of observations and experiences
- teaching individual students or small groups
- practise in teaching a whole class
- collecting evidence of teaching impact on student learning
- accepting and acting on performance feedback
- interaction as a beginning professional with members of the school community
- discussion and reflection with the Mentor Teacher and University Liaison.

WEEK 1

- Teach **1- 2 lessons per day** from week 1
- Plan lessons and discuss them with the mentor teacher/s **well in advance**
- Be involved in classroom observations and discussions with the mentor teacher/s
- Reflect on teaching performance with the mentor teacher/s
- Plan for teaching in week 2.

WEEK 2

- Assume greater teaching responsibility
- Plan for and teach at least 2 lessons per day
- Continue to observe, discuss, reflect, and plan with mentor teacher
- Plan for an increased teaching load in week 3
- Undertake the Interim Report process with the mentor/s

WEEKS 3 and 4

- Plan units of work and lessons and discuss with the mentor teacher/s **well in advance**
- Teach approximately 60% of a fulltime teacher's load (between 700 and 800 minutes per week). PSTs will move at different rates into the minimum 60% teaching role, some may assume this sooner than others.

INFORMATION FOR THE MENTOR TEACHER/S

Thank you for mentoring a Flinders' pre-service teacher (PST). The following is an overview of the 25-day placement and some suggestions for mentoring if you are new to this process.

Pre-Service Teachers will undertake 5 planning days in their placement school prior to the placement block. During this time, they will not have a University Liaison assigned to them.

DURING THE 5 PLANNING DAYS

Expectations for the 5 planning days are flexible and should be guided by your needs and the needs of the PST. However, during these days it would be helpful if you could:

- make clear your expectations concerning 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, show them around the school and where to locate relevant school documents/resources and make time to answer any initial questions
- introduce them to the students they will be teaching over the first 4 weeks
- discuss and review the PST's timetable and proposed planning of lessons and unit/s of work
- provide feedback regarding strengths and improvements needed.
- encourage the PST to observe and discuss how you plan, prepare, and manage student issues (learning, wellbeing, and behaviour). Invite them to ask questions about your practice, classroom management strategies and educational philosophy.

4 WEEK CONTINUOUS BLOCK OF TEACHING

At the commencement of the 4-week block, the PST may be at an early level of competency in relation to classroom management, lesson planning, instruction, and timing. It would support their confidence and development if you could:

- give guidance on all aspects of teaching performance
- support the PST to gather evidence of the impact of their teaching
- give specific verbal and written feedback as required on unit planning, delivery of lessons, classroom management procedures and professional relationships
- complete the **Interim Review**
- use the **Novice to Graduate** assessment tool as a basis for discussions with your PST and for the interim review and final report
- contact the University Liaison at any time if you have any concerns regarding the learning, teaching and/or behaviour of the PST
- complete and submit the **Final Report** within two weeks of the placement being completed to the University Liaison.

ASSESSMENT AND REPORTING

REPORTING TIMELINE

TERM 2: Monday 4 July block)	Professional Experience planning days may start (or be added to the block)
TERM 3: Monday 25 July	4-week placement block typically begins
Week 1	University Liaison contacts the school and meets students, school coordinator and mentor teachers
Week 2	University Liaison observes teaching
Week 2/3	Interim Review (mentor teacher) and Interim Self-Assessment (pre-service teacher) for discussion. Copies of Interim Review and Interim Self-Assessment forwarded to University Liaison
Week 3/4	University Liaison observes teaching and negotiates with mentor teacher and school coordinator regarding completion of final report
Week 5/6 (post placement)	Final reports completed by mentor teacher and school coordinator and forwarded to University Liaison

REPORTING PROCESS

The Third Year Undergraduate and First Year Master of Teaching PSTs are assessed against the **emerging** level of the Australian Professional Standards for Teachers (APST) Developmental Continuum.

The Interim Review. The PST will independently undertake a self-assessment, and then compare their self-assessment with the mentor's assessment by the **beginning of week 3**. Templates are available for mentors, and PSTs.

FULL REPORT TEMPLATES & INFORMATION

Available at <https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information> and examples are included in the resource and report section, at the rear of this handbook.

RECORD OF PLANNING DAY SCHOOL VISITS

It is the responsibility of the PST to ensure that this record is completed after each school visit and once completed, provide this record to your university liaison. Please keep a copy of this document as evidence of successfully completing **5 planning days**.

PST Name		Student ID	
Site			
Mentor/s		Year Level/s	
Visit	Date of Attendance	Hours Attended 8am – 4pm	Signature of School Staff Member
1.			
2.			
3.			
4.			
5.			

Mentor or University Liaison signature:

Date:

PST Signature:

Date:

RESOURCES: PLANNING for TEACHING

Planning for learning and teaching encompasses the following components:

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

The PST should undertake sequential unit planning and lesson planning.

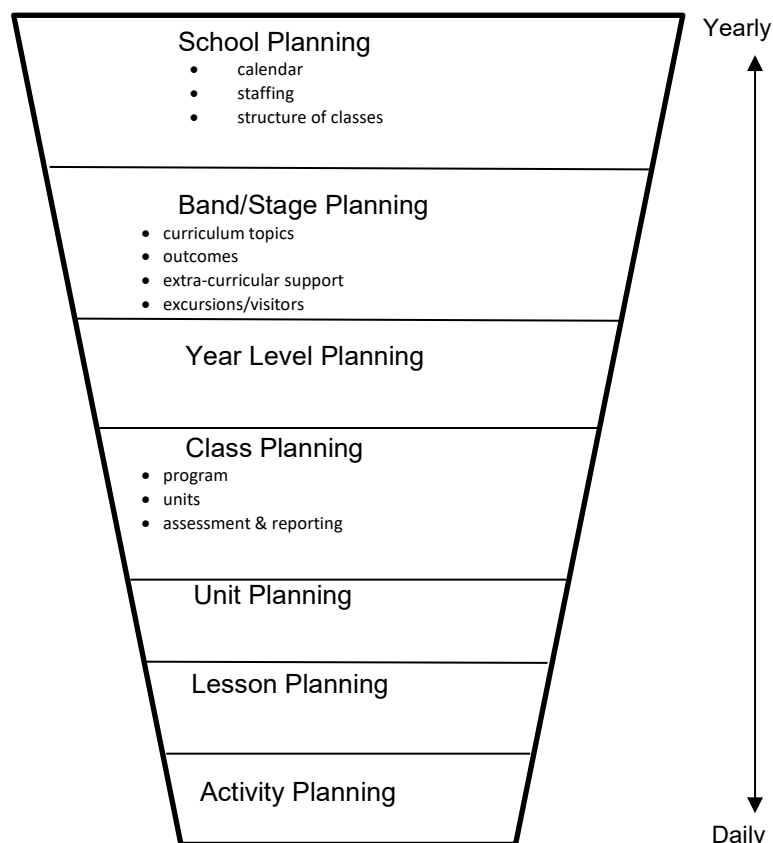
Unit Planning

The unit plan considers all learning and teaching that will occur over a period, – usually weeks or possibly for a term. It takes account of the abilities and year levels of students and is often planned by a team of teachers who share their knowledge and experience and may be teaching different classes at that year level. The pre-service teacher can participate in planning for their teaching in Term 3, informed and guided by their mentor teacher(s).

Lesson planning

A lesson plan is an outline of intended teaching with resources and sequential, differentiated learning experiences. These different levels of planning cannot happen in isolation and the pre-service teacher is expected to demonstrate the ability to plan at both levels during their teaching practice. They can be understood as the three lower levels of planning on the following diagram: (Ref: Whitton et al

(2010). *Learning for teaching, teaching for learning*. Cengage Learning, Australia, p131)



LESSON PLANNING

There are many approaches to developing lesson plans and the following are examples only. Mentor teachers and university topics may provide other examples. As the pre-service teacher develops expertise, they may not need to write up every lesson in as much detail. However, the ability to effectively plan for student learning is critical so lesson plans are expected.

The lesson outcomes are clear statements of what students should be able to know, understand and do at the end of the lesson based on the Australian Curriculum.

The lesson intentions describe in student friendly language what they will learn in terms of knowledge, understandings, and skills within the lesson.

The **lesson content** is what students will be taught to achieve the desired outcomes.

The lesson introduction encompasses gaining learner attention, stimulating motivation, explaining the purpose of the lesson, and reviewing prior knowledge.

The teaching-learning phase includes specific teaching and learning activities such as explicit teaching, demonstration and/or guided exploration as students work in groups or individually

Examples of lesson-planning templates that pre-service teachers may use for their lesson planning are provided.

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

AUSTRALIAN CURRICULUM RESOURCES AND LESSON PLANS

Australian Curriculum <https://www.australiancurriculum.edu.au/>

Lesson Plans <http://www.australiancurriculumlessons.com.au/2013/11/29/teaching-year-34-capacity-4-lessons-will-help>

<https://www.scootle.edu.au/ec/p/home>

Teaching for Effective Learning Framework

<https://www.education.sa.gov.au/teaching/teaching-effective-learning/about-teaching-effective-learning-tfel>

Understanding by Design

<https://educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf>

SUPPORTING INCLUSIVITY AND STUDENT ENGAGEMENT

Gathering knowledge about the diversity of students in your class/es during the planning days will support you to develop lessons that foster inclusion and engagement. This table may support your observations and recording about student diversity.

Examples of student diversity/needs	Learner diversity in the class	Possible adjustments
<ul style="list-style-type: none"> • ATSI • EALD • Socio-economic • Disability • Disengaged • Mental health/trauma. • Rural or remote • Learning disability • Neurobehavioral (ADD, ADHD) • Gender • Gifted & Talented 		

REFLECTIVE QUESTIONS FOR LESSON PLANNING (EXAMPLE)

When preparing a lesson plan, consider the following questions:

- What do I want the students to know, understand and do?
- Why is this important? How will I know if they have learnt it?
- Is the content and flow of my lesson organised into a logical sequence?
- Have I selected and used appropriate resources so that **all** students can access and engage in the planned tasks reasonably independently?
- Have I planned effectively for students who already have prior knowledge of the subject matter?
- Do my resources consider the needs of students whose literacy/numeracy abilities are not yet at year level?
- Is the lesson inclusive of students' interest and learning preferences?

LESSON PLAN (EXAMPLE 1)

Learning area:	Year level:
Unit Title:	Time:
Lesson topic:	

STUDENT LEARNING OUTCOMES: (What do you want students to learn?) Based on the Australian Curriculum learning area/s achievement standards, general capabilities, and cross-curriculum priorities

STUDENT ASSESSMENT: (How will you know if students have learned it or not?)

LEARNING EXPERIENCES (What do you need to plan for them to achieve the desired learning outcomes)

KEY REFERENCES & RESOURCES:

TEACHING PROCESS

TIME	STEPS	COMMENTS/RESOURCES
	<ul style="list-style-type: none"> INTRODUCTION (whole class) 	
	<p>2. EXPLICIT TEACHING (whole class) and/or</p> <p>GUIDED DISCOVERY (whole class)</p>	
	<ul style="list-style-type: none"> EXPLORATION (group/individual learning activities) 	
	CONCLUSION (whole class share/assess/reflect)	

LESSON PLAN (EXAMPLE 2)

Curriculum Learning Area for example: English/H & PE/HASS		Year level	Time started
Curriculum Content, general capabilities, cross-curriculum priorities from Australian Curriculum, IB or SACE			
Achievement Standard/s	In this lesson, students are working towards...		
Learner diversity in class, for example: all girls, mixed year levels, students with disabilities, E/ALD gifted, ATSI etc.	Adjustments in response to learner diversity		
Learning Intentions	As a result of engaging with this lesson students will know, understand, and do...		
Introduction Teaching strategies Resources			Time spent _____ mins
Learning experiences Teaching strategies Resources			Time spent _____ mins
Closure, Assessment and feedback	Formative Summative	Time spent _____ mins	
What ICT, capabilities and resources will this support or enhance learning?			
Behaviour support strategies			

PST LESSON SELF EVALUATION

Lesson Taught:

Date:

<p>Lesson Outcomes</p>	<p>Achieved / Not Achieved</p> <p>Why? What evidence do I have?</p>
<p>Effectiveness of teaching strategies used</p>	<p>Teaching Strategy Was this Effective?</p> <p>1. 2. 3.</p> <p>General Comments:</p> <p>What will I teach next time?</p>
<p>Effectiveness of classroom management strategies on student behaviour and wellbeing</p>	<p>Strategy Was this Effective?</p> <p>1. 2. 3.</p> <p>General Comments</p> <p>What will I teach next time?</p>
<p>Effectiveness of learning design</p>	<p>Curriculum content learnt</p> <p>By whom?</p> <p>What worked well? / What will I try next time?</p>
<p>Accommodations or adjustments for students with special needs and abilities</p>	<p>Did I meet the learning needs for students with special needs and abilities in this class?</p>
<p>• Assessments</p>	<p>Assessments approaches used</p> <p>1. 2.</p>
<p>Were my teaching approaches effective?</p> <p>Did I measure student engagement and progress?</p> <p>What could I do next time?</p>	

LESSON FEEDBACK PRO-FORMA

For Mentors, Coordinators or University Liaisons

Name of Pre-Service Teacher:	Date:
Curriculum Learning area: Lesson/ learning focus:	Year level:
<u>Preparation:</u> (Lesson plan provided, used appropriate resources, was well organised, learning outcomes were made visible to students, suitable adjustments provided for varied learning abilities, use of technology, etc.)	
<u>Presentation:</u> (Appropriate tone for the lesson and audience, well sequenced, scaffolding provided, effective use of questioning, clear explanations, resources accessible for all learners, friendly, relaxed, good pace, built in thinking skills, reflection, and consolidation etc.)	
<u>Content Knowledge:</u>	
<u>Managing student learning:</u> (addressed prior knowledge, assessed for misconceptions, provided constructive and timely feedback, used suitable teaching strategies, set learning to appropriate level of challenge, offered timely support, reinforced growth mindset etc.)	
<u>Managing student wellbeing and behaviour</u> (demonstrated fair and consistent practices, used prompt corrective feedback, noticed appropriate/inappropriate behaviours, remained calm, provided clear behavioural expectations, showed empathy etc.)	
<u>General Comments and focus for next lesson:</u>	

ELECTRONIC REPORT TEMPLATES

2022 Interim review, and reporting templates can be accessed at:

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



INTERIM REVIEW – COMPLETED BY THE MENTOR

	Student ID:
	Learning Area:
	Date:

Please select the appropriate statement below:

- At this stage, I am highly satisfied with the progress of this Pre-service Teacher.
- At this stage, I am satisfied with the progress of this Pre-service Teacher.
- At this stage, I have some concerns about the progress of this Pre-service Teacher.
- I consider this Pre-service Teacher may be At Risk of not being able to meet the requirements of the Australian Professional Standards for Teachers.

Please provide some written feedback regarding areas of **strength** and areas **needing improvement**.

Professional Knowledge (Strength and Development Areas):

Professional Practice (Strength and Development Areas):

Professional Engagement (Strength and Development Areas):

INTERIM REVIEW – COMPLETED BY THE PRE-SERVICE TEACHER

Pre-Service Teacher		Student ID:
Mentor		Learning Area:
University liaison		Date:

Please complete this independently of your mentor and discuss it with him/her at the end of Week 2 of the block. The purpose of this review is to ensure that you can accurately assess your own performance and develop a plan for your personal development over the remaining weeks of your placement.

Please provide written reflections regarding your **areas of strength** and **areas needing improvement or further development**:

Professional Knowledge

Professional Practice

Professional Engagement

PST, please scan and email Interim Reviews to the University liaison when completed



PROFESSIONAL EXPERIENCE: AT RISK NOTIFICATION

Pre-Service Teacher Name:

Site: **Date:**

After observation of your teaching and discussion, the following aspects of your current performance are brought to your attention:

PROFESSIONAL RELATIONSHIPS: Strengths and areas for improvement
PROFESSIONAL KNOWLEDGE: Strengths and areas for improvement
PROFESSIONAL PRACTICE: Strengths and areas for improvement

These issues need to be achieved to complete this placement satisfactorily.

University Liaison Signature : _____ Date _____

Mentor Signature : _____ Date _____

Site coordinator Signature : _____ Date _____

I have read the above and understand the site's concerns.

Pre-service Teacher Signature : _____ Date _____

Improvement review date	Achieved /Not Achieved	Name and Signature:

Professional Experience Report

Secondary 3rd year/ 1st Year M Teach 2022

Pre-service Teacher	
Name:	Student ID:
School	
Name:	
Mentor teacher:	Year Level
Mentor teacher:	Year Level
School Coordinator:	
Placement Details	
University Liaison:	
Academic Topic Coordinator:	
Placement dates:	
Length of Placement: 25 days	

Context
Site coordinator and/or mentor to complete.
School: <i>(School sector; size and composition of campus (R-12, Area, Primary); particular features or unique characteristics; index of disadvantage)</i>
Class/es <i>(including children with special needs)</i>

Please place an 'X' at the point along each continuum that best represents the development of the pre-service teacher towards each of the Australian Professional Standards for Teachers.

Professional Knowledge		
Standard 1 - Know students and how they learn		
_____	_____	_____
<i>Novice</i>	<i>Emerging</i>	<i>Towards Graduate</i>
Standard 2 - Know the content and how to teach it		
_____	_____	_____
<i>Novice</i>	<i>Emerging</i>	<i>Towards Graduate</i>

Professional Practice		
Standard 3 - Plan for and implement effective teaching and learning		
_____	_____	_____
<i>Novice</i>	<i>Emerging</i>	<i>Towards Graduate</i>
Standard 4 - Create and maintain supportive and safe learning environments		
_____	_____	_____
<i>Novice</i>	<i>Emerging</i>	<i>Towards Graduate</i>
Standard 5 - Assess, provide feedback and report on student learning		
_____	_____	_____
<i>Novice</i>	<i>Emerging</i>	<i>Towards Graduate</i>

Professional Engagement		
Standard 6 - Engage in professional learning		
_____	_____	_____
<i>Novice</i>	<i>Emerging</i>	<i>Towards Graduate</i>
Standard 7 - Engage professionally with colleagues, parents/carers and the community		
_____	_____	_____
<i>Novice</i>	<i>Emerging</i>	<i>Towards Graduate</i>

Summary Statements

(You may choose to comment on both personal and professional characteristics, please keep comments succinct) For more than one mentor, comments can be added to the same section.

Mentor Teacher (s)	
Name/s:	Date:

Site Coordinator	
Name:	Date:

University Liaison	
Name:	Date:

<p>In our opinion (Insert pre-service teacher name) has demonstrated the following overall level of performance in this placement</p> <ul style="list-style-type: none"><input type="checkbox"/> Unsatisfactory (not at 'emerging' level for most Standards)<input type="checkbox"/> Satisfactory (at or very near 'emerging' level for all Standards)<input type="checkbox"/> Exceeded ('towards graduate' for most Standards)
--



AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE LEARNING CONTINUUM

copyright, School of Education, Flinders University 2014.
All rights reserved.

PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

PURPOSE

Based on the APST, this document provides a developmental learning process for pre-service teachers at Flinders University. PSTs and mentors are encouraged to use this assessment tool to validate current performance against *the Standards*.

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

- **Novice** level is the performance line for preservice teachers in their 2nd year of the Undergraduate degree (first placement)
- **Emerging** level is the performance line for preservice teachers in Year 3 Undergraduate (2nd placement) and Master of Teaching Year 1 (1st placement)
- **Graduate level is the performance aim line for preservice teachers in their final year placement**

Please note: While it is highly desirable that PSTs demonstrate the required level against every focus area, a successful professional experience should be considered at around 85 - 90% of Standard focus areas achieved to recognise the diversity of experiences and opportunities provided within a school.

Professional Knowledge

Standard 1 – Know students and how they learn

FOCUS	NOVICE	EMERGING	GRADUATE
1.1 Physical, social and intellectual development and characteristics of students	Identifies and discusses ways in which student characteristics may affect learning.	Realises that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	Begins to draw on knowledge of current research into how students learn when planning for teaching.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for their learning.	Begins to plan teaching strategies that will meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Able to verbalise that Aboriginal and Torres Strait Islander students need teachers with a deep understanding of the impact of their backgrounds on their educational needs.	Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for learning.	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.	Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students in a particular class.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

<p>1.6 Strategies to support full participation of students with disability</p> <p>Standard 2 – Know the content and how to teach it</p>	<p>Describes some school and teaching practices that support the participation and learning progress of students with disabilities.</p>	<p>Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class.</p>	<p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students</p>
<p>FOCUS</p>	<p>NOVICE</p>	<p>EMERGING</p>	<p>GRADUATE</p>
<p>2.1 Content and teaching strategies of the teaching area</p>	<p>Demonstrates some knowledge of the curriculum, its content and effective teaching strategies.</p>	<p>Applies and adapts teaching strategies appropriate to the curriculum content.</p>	<p>Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p>
<p>2.2 Content selection and organisation</p>	<p>Analyses curriculum content Selection with mentor/s to understand impact on student learning.</p>	<p>Able to organise a series of lessons for the content of a particular teaching area.</p>	<p>Organises content into an effective learning and teaching sequence.</p>
<p>2.3 Curriculum, assessment and reporting</p>	<p>Begins to connect assessment practices with teacher judgement about student learning.</p>	<p>Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.</p>	<p>Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p>
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p>	<p>Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is an important attitude to inculcate in the curriculum.</p>	<p>Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content</p>	<p>Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>
<p>2.5 Literacy and numeracy strategies</p>	<p>Examines literacy and numeracy strategies across the curriculum.</p>	<p>Intentionally selects teaching strategies that enhance literacy and numeracy development across teaching areas and begins to use incidental ‘teachable moments’ as opportunities to further enhance students’ literacy and numeracy.</p>	<p>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>

2.6 Information and Communication Technology (ICT)	Investigates how ICT supports effective teaching and learning.	Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
FOCUS	NOVICE	EMERGING	GRADUATE
3.1 Establish challenging learning goals	Discusses some teaching strategies that establish challenging learning goals for students.	Establishes learning goals that provide achievable challenge for some but not all students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan, structure and sequence learning programs	Identifies some core elements of an effective lesson.	Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Use teaching strategies	With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching.	Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies from a limited, but growing repertoire.	Include a range of teaching strategies.
3.4 Select and use resources	Selects appropriate resources to the teaching context and area.	Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources that will engage and motivate student learning.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Use effective classroom communication	Uses a range of effective communication strategies to support student learning.	Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Evaluate and improve teaching programs	Reviews teaching strategies to evaluate personal teaching performance to improve student learning	Considers and applies a limited but growing range of evaluation strategies that consider both personal teaching performance and student learning achievements as indicators of teaching effectiveness.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7 Engage parents/ carers in the educative process	Discusses the involvement of parents/carers in the educative process.	Describes a growing range of strategies for engagement with or contributions from parents and carers.	Describe a broad range of strategies for involving parents/carers in the educative process.

FOCUS	NOVICE	EMERGING	GRADUATE
4.1 Support student participation	Identifies effective strategies for enabling student participation.	Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities	Beginning to demonstrate the capacity to independently organize classroom activities and is developing the skill of giving clear directions.	Demonstrate the capacity to organize classroom activities and provide clear directions.
4.3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Maintain student safety	With support, implements policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student well-being.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	Follows established school protocols for the safe, responsible and ethical use of ICT.	Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
FOCUS	NOVICE	EMERGING	GRADUATE
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses an array of formative and summative assessment strategies, including informal and formal approaches.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Provide feedback to students on their learning	Uses a range of feedback techniques and discusses impact of advice on the quality student work and learning.	Shows increasing ability to provide constructive and timely feedback that is linked to the student's ongoing development.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

5.3 Make consistent and comparable judgements	Can identify effective assessment moderation that enable teachers to make fair judgements about student progress and the achievement standards.	Beginning to use protocols to independently assess, interpret, and moderate student learning products and performances in order to make consistent, comparable and reasonable judgments regarding students' achievements.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
5.4 Interpret student data	Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.	Able to modify teaching plans after reflection on student assessment data, both formal and informal.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Report on student achievement	Investigates and analyses approaches to report student learning.	Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
FOCUS	NOVICE	EMERGING	GRADUATE
6.1 Identify and plan professional learning needs	Engages in professional dialogue to reflect upon and make decisions about future professional learning needs.	Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.	Understand the relevant and appropriate sources of professional learning for teachers.
6.2 Engage in professional learning and improve practice	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of multiple sources to improve practice and meet professional learning needs.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.3 Engage with colleagues and improve practice	Able to discuss aspects of their teaching practice with a supervising teacher/mentor.	Able to identify major areas of practice where improvement is need and discuss these with a supervisor/mentor.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning

6.4 Apply professional learning and improve student learning	With support, can identify professional learning opportunities to improve student learning.	Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.	
FOCUS	NOVICE	EMERGING	GRADUATE
7.1 Meet professional ethics and responsibilities	Can articulate the professional practices of Australian teachers and can act responsibly and ethically at all times.	Is understanding of the ethical expectations of the teaching profession. and making decisions.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Comply with legislative, administrative and organisational requirements	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organisational policies and processes, particularly when planning student activities.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
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.
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with peers, mentors and university staff.	Seeks relevant sources of information and support related to their teaching.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.