



Professional Experience Handbook

School of Education and Professional Studies

Bachelor of Education

Master of Primary Teaching

Master of Secondary Teaching

Graduate Diploma of Early Childhood Education

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Contacts for Educational Site Coordinators and Supervising Teachers:	Email: PEO@griffith.edu.au Payment Email: PEO-payments@griffith.edu.au Primary Schools and Early Childcare Centres: (07) 5552 7323 / (07) 3735 5977 Secondary Schools: (07) 3735 5665 / (07) 5552 9784
General Information:	Griffith University professional experience placements
Program Information:	For detailed information for all teacher education programs offered at Griffith University: Programs and Courses

Course Specific Information

Bachelor of Education

- [1999EDN Teaching as a Profession](#)
- [2999EDN Managing Learning](#)
- [3999EDN Evidencing Impact \(3998EDN Evidencing Impact in the Health and Physical Education Context\)](#)
- [3232EDN Professional Practice in Special Education](#)
- [3235EDN English in the Early Years of School](#)
- [3406EDN Engagement with Children](#)
- [3405EDN Supporting Young Children's Pro-Social Behaviour](#)
- [4888EDN The Griffith Graduate Teacher](#)

Master of Primary Teaching

- [7750EDN Understanding Diverse Learners](#)
- [7752EDN Pedagogies for Engaged Learning: Primary](#)
- [7888EDN Impact in Primary Teaching](#)

Master of Secondary Teaching

- [7764EDN Understanding Diverse Learners 10-18](#)
- [7765EDN Pedagogies for Engaged Learners](#)
- [7999EDN Impact in Secondary Teaching](#)

Graduate Diploma in Early Childhood

- [7905EDN Engagement with Young Children](#)
- [7908EDN Science, Technology, Engineering, Arts and Mathematics and young Children](#)
- [7907EDN Supporting Young Children's Pro-Social Behaviour](#)
- [7906EDN Language, Communication and HPE](#)

Griffith Professional Experience

Professional Experience (PEX) plays a vital role in Initial Teacher Education (ITE) and Early Childhood Education. It provides an invaluable opportunity for Preservice Teachers (PSTs) to develop knowledge and skills for working with students with a diverse range of learning needs and to experience a range of learning settings and contexts.

At Griffith University, PEX is viewed as a cross-sector partnership, where university staff work in close consultation with experienced, registered teachers and educational site teams, as well as other relevant stakeholders in the collaborative delivery of rich, relevant and accredited teacher education.

PEX design and implementation is guided by specific requirements for the accreditation of ITE programs, as overseen by the Australian Institute for Teaching and School Leadership (AITSL).

You can read more here: [Key components of effective professional experience in initial teacher education in Australia](#)

All PEX courses and placements are designed to provide very specific learning and assessment requirements that in turn ensure that PSTs develop an appropriate level of knowledge and practice relevant to the *Australian Professional Standards for Teachers* <https://www.aitsl.edu.au/standards>

The materials in this document, *Griffith University's Professional Experience Handbook*, reflect these recommendations as well as recent, peer-reviewed research on appropriate and effective PEX design, delivery and assessment.

Griffith University works with a variety of learning bodies for Professional Experience including schools, colleges and childcare centres which are referred to in this handbook as *educational sites*. Similarly, sites use different terms to refer to the Professional Experience key contact/coordinator who are identified in this handbook as *Educational Site Coordinator*.

Note. Abbreviations used in this document include:

- *ECE* – Early Childhood Education
- *ELS* – Educational Learning Site
- *EPS* – The School of Education and Professional Studies
- *GL* – Griffith Liaison
- *ITE* – Initial Teacher Education
- *PEO*: Professional Experience Office
- *PEX* – Professional Experience
- *PEXAL* – Professional Experience Academic Lead
- *PST* – Preservice Teacher
- *SC* – Educational Site Coordinator
- *ST* – Supervising Teacher

Introductory Information

Griffith Professional Experience A-Z Guidelines

This Professional Experience A-Z Guidelines is to be read in conjunction with the Griffith Professional Experience Guidelines, which provides details of roles, processes and policies applicable to all PEx.

Queensland Professional Experience Reporting Framework

PEx Placements are an essential component of ITE programs, designed to ensure PSTs are well prepared for professional practice within Queensland schools.

The Queensland Professional Experience Reporting Framework provides a consistent, transparent, and moderated approach to assessing PEx placements. It serves as a guide for both STs and ESCs in the support and evaluation of students during their placements.

For more information see: [Professional Experience Reporting Framework](#)

General Professional Experience Information

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Bachelor and Master Programs, three stages of *Learning to Become a Teacher* have been identified, Griffith refers to these as the early stage, middle stage and final stage.

We ask that STs acknowledge the stage of learning of the PSTs they supervise. The information provided has been carefully designed to reflect the expectation of PST achievement at that stage.

ITE PSTs must successfully complete PEx courses in the following sequence:

Stage of Learning to Become a Teacher	Bachelor of Education (Primary; Secondary) *Specialisation	Master of Primary Teaching	Master of Secondary Teaching
Observation-Focused	1999EDN (10 days)		
Early Stage	2999EDN (15 days) *3235EDN (15 days)	7750EDN (15 days)	7764EDN (15 days)
Middle Stage	3999EDN/*3998EDN (25 days) OR *3232EDN (25 days) OR *3406EDN (20 days) and then *3405EDN (20 days)	7752EDN (20 days)	7765EDN (20 days)
Final Stage	4888EDN (30 days)	7888EDN (25 days)	7999EDN (25 days)

Across the Bachelor of Education program, PSTs must complete a total of 80 supervised practicum days, this includes attending ten days of a supervised observation-focused placement – 1999EDN Teaching as a Profession, in their first year. Early Childhood Education within the Bachelor of Education students complete 110 days; Master program students complete 60 days of supervised practicum; and Graduate Diploma of Early Childhood Education complete 60 days of supervised practicum. These days are distributed across three supervised teaching placements in ELSs undertaken alongside coursework on campus and online (Early childhood has five supervised teaching placements). Each PEx placement represents a milestone in PST learning and progress through the program.

Note: Graduate Diploma of Childhood Education may complete their PEx courses in any order and are offered in T1: 7905EDN (Term 1), 7908EDN (Term 2); T2 7907EDN (early Term 3), 7906EDN (late Term 4).

Attendance / Absences

PSTs are to attend 80 percent of the tutorials pre-and post-PEx in order to be permitted to commence or continue PEx and have the PEx result approved.

PSTs are required to attend 100 percent of PEx allocated days in order to successfully complete each PEx. The total number of days for each PEx course must be completed in a sustained substantial block to fulfil the requirements of the PEx course, the program, and to qualify for teacher registration on completion of the program.

PSTs who are absent from any scheduled placement days due to unavoidable and extenuating circumstances (e.g. illness or injury, bereavement) are required to get approval for the absence and for the required make up days from the GL or the PEx Academic Lead.

PEx days missed due to illness, local holidays, or unexpected extenuating circumstances must be made-up immediately following the placement completion dates, with adjustments to reporting due dates made accordingly. All missed days must be approved for make up through SONIA and completed as approved by the PEO. A partial absence on any day, arriving late or leaving early, requires a whole day to be made-up. PSTs are advised to keep the week immediately after the PEx block free of commitments for any required make-up days.

For more see: *PEx A-Z Guidelines; Absences*.

Duty of Care

The PST and the ST have a legal Duty of Care during the PEx which means they both have a professional and a moral obligation to look after those placed in their care.

While a PST is given some responsibility for students in the class, it must be recognised that a PST is learning under the direction and supervision of the teacher with whom they are placed. To this end, the ST is ultimately responsible for the safety of their students within the requirements of the educational setting.

The PST, however, is required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

PSTs are not yet 'registered teachers' nor employees of the ELNs or department. Therefore, they cannot be required to supervise students on their own and should not be required to oversee a classroom or group of students without supervision or the oversight of a registered teacher and/or ELNs employee. In the event that a ST is required to leave a classroom, it is recommended that arrangements be made with a neighbouring teacher to oversee the PST during that absence.

The School of Education and Professional Studies, Griffith University, values our ELNs partnerships and emphasises that learning to become a teacher is a joint responsibility. Griffith University provides the STs, ESC and PSTs with a visiting GL to assist with the learning and assessment requirements of the placement (excluding 1999EDN).

Roles and Responsibilities

The roles and responsibilities of participants in PEx are drawn from the AITSL guidelines on PEx participant roles and responsibilities. A downloadable booklet is available here: [Professional Experience Participant Roles and Responsibilities](#)

Every PEx placement has requirements specific to a particular course within one of the ITE and ECE programs that Griffith has on offer. Please refer to Course Specific Information (see p. 4 links) for details of the placement requirements and PEx reporting criteria.

Assessing and Reporting

At Griffith University, the PEx is a central component of ITE programs and thus is an opportunity for PSTs to develop and demonstrate their skills in the classroom and to make visible their approach to professional learning and working collegially within an ELS environment.

In all PEx placements PSTs are required to undertake the everyday work of teachers and teaching by demonstrating:

- Relatedness between on-campus studies and ELS-based learning
- Connections between learning and the APST
- Direct links between the above and having a positive impact on student learning
- Commitment to the day-to-day activities of the teachers and staff within the ELS placement, including teaching and planning tasks, staff development, and engagement in extra-curricular responsibilities (such as supervision duties etc.).

All PEx placements are evaluated formally, using a clear evidence-based reporting process and framework relevant to the specific requirements of each PEx course. These requirements are outlined in the course specific PEx Handbook and in the Interim and Final Reports. While the PEx is primarily a professional learning experience, evaluation of the PSTs presentation, emerging knowledge and practice, and approach to professional learning begins as soon as the placement commences and continues throughout the period of the placement.

Underperforming / Of Concern / At Risk

A PST may be reported as *Underperforming* or *Of Concern* at any point in their placement and identified as *At Risk* at, or after, the Interim Report. See Underperforming/Of Concern/At Risk process for more information. (see pp. 37 – 40)

Personal Action Plan

(excluding 1999EDN)

The *Personal Action Plan* on SONIA must be completed before the interim report. It is particularly important as this informs the ongoing professional learning and development of the PST and should provide guidance for demonstrating achievement of EACH elaboration in the final report required to pass the PEx.

Interim Report

(excluding 1999EDN)

The interim report is an online report compiled at the mid-point of the PEx block. It focuses on the PSTs progress to that point at the identified stage of learning. It is suggested that the ST indicate the PSTs strengths and weaknesses. This report is crucial – particularly for below standard ratings to allow genuine time for improvement. Please provide comments as well as completing tick box criteria.

Discussion should then highlight the ways in which the perceived strengths can be further developed, and the weaknesses addressed in future teaching situations. Please refer to the Professional Learning Plan. After completion, the PST should retain a copy of the interim report, discuss it with the ST and GL, keep it in their portfolio and upload to SONIA.

Note. Any criterion marked "Concerns with Development" on the interim report should be taken as an indication for "At Risk" status and the Interim Report must be rated as not satisfactory overall.

Professional Development Reflection

(excluding 1999EDN, 4888EDN, 7888EDN, 7999EDN)

The *Professional Development Reflection* on SONIA must be completed before the final report. It is particularly important as this informs the ongoing professional learning and development of the PST into the next PEx courses and placements.

Final Report

The final report is completed on the final day of placement (including any make-up days) or within 3 days. The ST completes and discusses the final report with the PST at the end of the ELS experience. It is recommended that during the final week of the PEx, the ST invites the ESC and/or other colleagues to observe the PST to provide feedback to assist in the final decisions. While the GL is continuously available for advice it is not expected, except in the case of serious concern, that a GL would observe the PST. The ST, ESC, PST sign the report and University Liaison will sign and submit the report online via SONIA.

If a satisfactory rating is not reached in any criteria, an overall result of 'unsatisfactory' is allocated, and the PST will be judged as not meeting the PEx course requirements. This will require that the PST seeks permission to repeat the final PEx and related coursework at a later time. Any concerns regarding the reporting decisions should be communicated in the first instance with the ELS's assigned GL or contact the PExAL.

Note: Any concerns over a final assessment, the GL will contact the PEx Team.

Learning Continuum across University & Educational Site

EPS values our ES partnerships, and emphasises that learning to become a teacher is a joint responsibility. We view the ESC as a continuation of the PST learning that has begun on campus. The following table is a brief overview of the learning continuum across the two sites using the five criteria from the report and showing the relationship with the APST.

Criteria	University Site	Educational Site
APST Link	<i>The Course and Academics</i>	<i>The School/Centre and Supervisor/s</i>
1. Planning Effectively <i>Preparation for Teaching</i> APST 1, 2, 3, 5	<ul style="list-style-type: none"> Develop broad content knowledge Develop the knowledge of current and future curriculum areas Teach lesson and unit planning Build knowledge of how physical, social and intellectual development affects learning Build knowledge of learners and their diversity Advise on a range of lesson planning specific to curriculum areas Build knowledge of responsive teaching strategies Provide lectures and tutorials using experienced teachers and visiting education officers 	<ul style="list-style-type: none"> Advise on preferred planning templates; guided planning Introduce specific ELS resources and policies for using these in preparation Provide feedback on planning, particularly on timing of activities for the particular lesson time Provide advice about appropriate strategies to design a series of lessons Provide general advice on learners and their diversity Make explicit how to take account of diversity Provide specific advice on the development of children Provide advice and feedback on responsive teaching strategies

Criteria	University Site	Educational Site
APST Link	<i>The Course and Academics</i>	<i>The School/Centre and Supervisor/s</i>
2. Teaching Effectively <i>Enactment of Teaching</i> APST 1, 2, 3, 5	<ul style="list-style-type: none"> Teach, model and enable demonstration of general teaching strategies (e.g. Micro teaching to peers) Teach, and practise the use of age-appropriate and culturally responsive pedagogies Teach and enable demonstration of specific strategies for curriculum areas Provide lectures and tutorials delivered by experienced teachers Teach and practice effective communication strategies 	<ul style="list-style-type: none"> Demonstrate and explain structure and pacing of lesson delivery Model a range of strategies to different classes including the use of site-specific technologies Team/co-teach with the PST in early stage Discuss, support PSTs reflection on, and provide feedback for all lessons taught – both oral & written (written feedback on most) and on PSTs observations of STs lessons Model verbal and non-verbal communication strategies to engage children Advise on preferred planning templates and guide planning Introduce specific ELS data, resources and policies for use in preparation Provide feedback on flow and timing of planning, and implementing of lessons/ learning experience Provide advice about appropriate strategies when designing a series of lessons Make explicit how you modify teaching practice to maximise individual children's learning
3. Managing Effectively <i>Create Safe and Supporting Learning Environments</i> APST 4	<ul style="list-style-type: none"> Teach and enable practice of effective communication strategies Teach and demonstrate through use of information technology, classroom and behaviour management skills teach and practise the organisation and sequence of activities Model and practice how to give clear directions Provide lectures and tutorials delivered by experienced teachers and visiting experts 	<ul style="list-style-type: none"> Explain specific ELS resources and policies Demonstrate effective communication strategies across a range of classes Teach with the PST in early stage Provide specific advice on organising activities, developing a classroom presence; and providing clear directions
4. Assessing and Recording Learning APST 5	<ul style="list-style-type: none"> Teach and enable practice of a wide range of appropriate assessment strategies Introduce a range of record keeping strategies used to record student progress. Teach and enable teaching and learning strategies and experiences of quality interpretation of student assessment data. 	<ul style="list-style-type: none"> Model a wide range of appropriate assessment strategies both informally and formally to assess student learning and monitor understanding Discuss a range of record keeping strategies used to record student progress. Demonstrate quality feedback to students on their learning. Allow participation in assessment moderation appropriate to year level/s Share reporting strategies followed by the ELS
5. Professional Conduct APST 6, 7	<ul style="list-style-type: none"> Emphasise and clarify appropriate dress and ethical behaviours for the profession Provide code of conduct and ethical behaviour expectations 	<ul style="list-style-type: none"> Discuss specific ELS expectations Guide and give feedback on expectations throughout the placement Share expectations of code of conduct and ethical behaviour

Criteria	University Site	Educational Site
APST Link	<i>The Course and Academics</i>	<i>The School/Centre and Supervisor/s</i>
	<ul style="list-style-type: none"> Teach and model strategies for professional communication with members of the ELS community 	<ul style="list-style-type: none"> Encourage and model professional communication with members of the ELS community
General	<ul style="list-style-type: none"> Teach skills for observation and reflection on knowledge and professional practice Provide some exemplar formats to assist reflection Encourage student membership with professional associations 	<ul style="list-style-type: none"> Monitor working folder to ensure the PST is meeting the requirements Facilitate involvement of PST in activities in the wider ELS context

Educational Site Coordinator

The PEx ESC plays an important role in overseeing the allocation of appropriately experienced STs, and in ensuring the PEx process is completed as required. Often, they are the main link between the University, the ST and PSTs facilitating milestones of the PEx placement, and offering guidance, support or moderation as needed. In this way the ESC has oversight of the PEx placement.

ESC add value to the PEx by:

- Offering brief orientations to the ELSs, site procedures, workplace health and safety requirements
- Facilitating introductions of visiting PSTs to relevant members of the ELSs staff in addition to the ST, including visits to other classrooms, the learning support centre etc.
- Organising or conducting short professional learning sessions or group talks with visiting PSTs on a range of relevant topics such as behaviour management, curriculum development, pedagogical innovations
- Ensuring the inclusion of visiting PSTs in relevant staff activities such as staff meetings, professional development sessions, or other site and community events

The roles and responsibilities of the *ESC* depend largely on the ELSs and its approach to professional learning and provisions made for PSTs on PEx.

Additional important information for the ESC:

- Keep a copy of the final PEx report for your records
- PEx supervision and coordination responsibilities attract payment
- Payment forms are completed online through SONIA. Contact peo@griffith.edu.au if you have not received access to the payment form on SONIA by the second week of the PEx
- Email all payment enquiries to peo-payments@griffith.edu.au. Please note. incomplete or inaccurate claims will delay payment

General Roles and Responsibilities of the ESC across PEx

Orientation & Early Period	During & Mid-point Period of PEx	Post Interim Report Period
<p>Before PEx Commencement the ESC:</p> <ul style="list-style-type: none"> • Negotiates the allocation of PSTs to STs, ensuring attention to detail of the PST PEx requirements (e.g. allocation of year level, teaching areas in secondary, access to data about student learning where needed etc). • Informs STs of the PST details, and the relevant materials including: <ul style="list-style-type: none"> • PEx Handbook, Course Specific Information (see p. 4 links), PEx A-Z Guidelines - (PEx website) • Electronic versions of the interim and final report (SONIA/Forms) • Resources for 'at risk' process: <ul style="list-style-type: none"> • Form A Underperforming/Of Concern/At Risk, • Form B: Preliminary Development Plan, • Form C: At Risk Action Plan • Organises Group Talks- given by appropriate members of the school staff, form an integral part of each PEx. Suggested Topics for Group Talks include: <ul style="list-style-type: none"> • Orientation to the school • School organisation • Professional ethics • Curriculum • Behaviour Management Policy • Parent - School - Community Relations 	<p>During PEx the ESC:</p> <ul style="list-style-type: none"> • Provides opportunities to discuss with the PST whole school approaches to reinforce high expectations in the classroom and which focus on expected behaviour- such as use of simple prompts, pre-corrections and verbal feedback. • Checks-in with STs • Monitors the progress of PSTs, and if needed observe and/or meet with PSTs/GL. • Addresses concerns about PST progress. When PST progress is not developing commensurate with the stage of the PEx, or not responsive to feedback and modelling, intervention processes (underperforming, of concern, at risk) should be actioned as soon as possible. <p><i>In cases of concern / underperformance / or at risk identification prior to the interim report the ESC:</i></p> <ul style="list-style-type: none"> • If there are any concerns about a PST's development in meeting expectations in a timely manner or they present extreme emotional responses/unethical behaviour and lack of professionalism at any time, the At Risk Process should be initiated (see Form A, Form B) 	<p>Final days of PEx the ESC:</p> <ul style="list-style-type: none"> • Supports and/or work with the ST to prepare the final report which is due on the last day of placement • If you need advice on the process of assessment and making a judgement for the final report, please contact the Course Convenor, GL or the PExAL. • If you need assistance with accessing or completing the report on SONIA, please contact the PEO via peo@griffith.edu.au • Meet with the PSTs, ST and (if possible) the GL to discuss the PSTs' achievements and documentation in final report. Ensure all participants sign the final report. Signing and submission of the final report should be completed on the final day of the placement or as soon as possible afterwards.

Orientation & Early Period

- Becomes familiar with the PEx Handbook, Course Specific Information (see p. 4 links), PEx A-Z Guidelines (PEx website).

On the first day of the PEx the ESC:

- Meets briefly with the PSTs. Provide initial orientation to ELSs, procedures and classrooms. Advise on Workplace Health and Safety procedures and issues.
- Facilitates any planning and preparation for the block placement as needed.
- Facilitates relevant orientation or briefing sessions for visiting PSTs (see additional activities below).
- Advises the PSTs of key school materials, information and policies:
 - Class placement (location of rooms, names of teachers);
 - The general layout of the school including the staff room and library;
 - Relevant school policy/routines; and
 - Additional class/school activities planned (e.g., exams and national testing, camps and games).

During & Mid-point Period of PEx

- Share these concerns explicitly with the PST so they can begin to address those concerns.
- Advise the GL immediately.

Mid-point of PEX the ESC:

- Ensures the interim report process is actioned by ST in consultation with PST.

In the case of an 'at risk' notification the ESC:

- Supports ST and PSTs if there are any 'concerns with development' ratings on the Interim Report and initiate Form A: Underperforming/Of Concern/At Risk, Form C: At Risk Action Plan (PST)
- Notifies the GL.
- Ensures the 'at risk' process includes a meeting between ST and PST, and the co-development of an At Risk Action Plan that is specific, measurable, actionable, time-bound.
- Oversees and provide additional support to the ST and PST as needed, ensure the GL is notified and incorporated into the 'at risk' process.

Post Interim Report Period

Supervising Teacher

The AITSL offer an online professional learning experience to assist suitably experienced, registered teachers to prepare to supervise PSTs. The online training program can be found here: [Supervising preservice teachers - online training program](#)

STs are also encouraged to become familiar with the AITSL published Professional Experience Participant Roles and Responsibilities: [Participant roles and responsibilities in professional experience](#)

The role of the ST is to scaffold PST learning specific to the course specific PEx requirements and to assess the PST's progress towards meeting the APSTs at graduate standard. At Griffith University, PEx placements are sequential and embedded within courses with a specified number of days to be undertaken in a block (excepting 3232EDN lead-in days). The specific areas of professional knowledge, practice and engagement, including expectations for each PEx placement, are outlined in the Course Specific Information (see p. 4 links).

General Roles and Responsibilities of the ST across PEx

(Excluding 1999EDN)

Orientation & Early Period	During PEx	Mid-point to Final Days of PEx
<p>Before the PEx commences the ST:</p> <ul style="list-style-type: none">• Ensures all relevant details of the PST assigned have been provided.• Becomes familiar with, and plan for, the requirements for the specific placement, as outlined in the Course Specific Information (see p. 4 links) relevant to the PST allocated, and the course they are currently completing. <p>On the first day of PEx the ST:</p> <ul style="list-style-type: none">• Meets with the PST to negotiate and discuss required activities (including observations, planning, reflections etc.) for the placement, including discussion of an appropriate	<p>During the PEx the ST:</p> <ul style="list-style-type: none">• Allocates sustained opportunities for the PST to plan and teach lessons in accordance with the placement requirements outlined in the Course Specific Information (see p.4), appropriate to the early, middle, or final stage of the program.• Explains the school's planning processes, curriculum programs, syllabus documents, and resources to demonstrate how curriculum is developed and implemented.• Models a range of teaching practices including lesson delivery, classroom	<p>Mid-point of PEx the ST:</p> <ul style="list-style-type: none">• Provides specific and detailed feedback to the PST (and GL if possible) of progress towards the placement requirements.• Documents progress in the interim report. Reporting should indicate level of development and achievement demonstrated in relation to what can be reasonably expected given the PSTs year and stage of placement (e.g. what is 'satisfactory' for the stage of learning). Use the criteria and examples as a guide.• Where a PST has consistently demonstrated areas of knowledge and

planning, observation and feedback process that fits with the setting and requirements. Discuss expectations for extra curricular activities before and after class time including playground duty, bus stop supervision, staff meetings.

- Shares relevant aspects of ELs and classroom procedures, including preparation and organisation of curriculum, classroom management procedures, resource use, planning, professional development, co-curricular involvement etc. with the PST.
- Identifies and discuss the PSTs planning and teaching of lessons and/or units of work, including during the PEx placement period. Specify time for completion and submission of lesson plans to allow adequate time for feedback and revision.
- Reads the PST's profile.

Additional guidelines for the ST:

- Models practices and provides initial information and feedback to the PST on their observations, classroom interaction, and management techniques
- Outlines processes for planning and implementing curriculum in the placement setting and shares term and unit planning to provide curriculum context

management strategies, and effective teaching techniques.

- Provides opportunities for the PST to observe lessons, discuss observations, and apply these insights when planning and delivering their own lessons.
- Supports the PST through co-planning, co-teaching, and reflective discussion where appropriate.
- Scaffolds the PST's development in areas such as lesson delivery, managing transitions, engaging learners, and responding to challenging behaviour. Additional support may be required during the early stages of the placement while the PST becomes familiar with the classroom environment.
- Provides opportunities for the PST to practise strategies that promote positive behaviour, including the use of prompts, pre-corrections, and constructive feedback.
- Ensures the PST has opportunities to develop and demonstrate the knowledge and skills required for the placement, including understanding classroom organisation, assessment practices, and the pastoral responsibilities of teachers.
- Provides regular meetings and constructive verbal and written feedback to support the PST's professional growth, using the interim and final report criteria as a guide.
- Encourages increasing independence in planning, teaching, and professional practice as the placement progresses.

practice 'below satisfactory', initiate the 'at risk' process in the Interim Report. Note that any criterion marked 'Concern with Development' on the interim report means an overall 'at risk status'. This will entail an agreed specific focus in the PSTs' planning and teaching, with explicit demonstrable outcomes. Please follow the 'at risk' process Form A and ensure an At Risk Action Plan is completed (Form C).

Final days of PEx the ST:

- Prepares the final report, seek input and consultation/moderation from the ESC and GL. The PST must demonstrate all relevant APSTs at a satisfactory or above satisfactory level, or in the QPERF/graduate stage PEx, at a graduate stage or above graduate stage, in order to be considered 'satisfactory overall'.
- If you need advice on the process of assessment and making a judgement for the final report, please contact your ESC
- If you need assistance with accessing or completing reports or forms on SONIA, please contact the PEO via peo@griffith.edu.au
- Meets with the PST, ESC and (if possible) the GL to discuss the PSTs achievements and documentation in final report. Ensure all participants sign the final report. This report should be completed on the final day of the placement or as soon as possible afterwards.

- Introduces the use of a range of evidence and data to monitor student learning and shares relevant data and evidence of student achievement and progress (as appropriate)
- Provides scaffolded guidance for PST planning, reviews and feeds back on planning prior to implementation.
- Offers structured supervision and support through regularly meeting with the PST to discuss progress in planning, teaching, and managing learning, including opportunities to participate in student assessment and feedback.
- Reviews the PSTs approach to professional learning, for example, discussing the goals they have set for the first week of PEx and the plan to achieve them.
- Refers to the Interim Report and related guides as reference points to plan teaching practices or behaviours to model and discuss related to expectations and aligned with the placement criteria.
- Leads a conversation with the PST evaluating progress and planning ongoing learning during this phase.
- Reviews and discusses PSTs formal observations.
- Provides ongoing written and verbal feedback on lessons delivered by the PST.

- Involves the PST in all aspects of classroom and school life while maintaining overall duty of care.
- Ensures the PST is aware of relevant Workplace Health and Safety procedures and policies.

In cases of concern / underperformance / or at-risk identification prior to the interim report the ST should:

- Initiate the At Risk Process and complete a Preliminary Development Plan where concerns arise regarding the PSTs progress, professionalism, or the PST presents extreme emotional responses/unethical behaviour at any time, (see At Risk Process – Form A and Form B).
- Clearly communicate these concerns with the PST so they have an opportunity to address them.
- Notify the GL of the concerns.

Additional guidelines for the ST:

- Meets with the PST to discuss progress towards PEx requirements and to collaboratively complete the Interim Report and Professional Learning Action Plan.
- Includes, where possible, other ELS-based teacher educators (such as the ESC or nominated mentor teacher) and the GL in the meeting and reporting process.
- Shares relevant student data and assessments (both formative and summative) to support lesson planning and instructional decision-making.

Lead-up to Final Day of PEx the ST:

- Meets regularly with the PST to discuss progress and identify opportunities for demonstrating achievement related to the Final Report, including areas of planning, teaching, management of learning and, where appropriate, assessment of and feedback on student learning, as well as the PSTs approach to professional learning.
- Provides regular verbal and written feedback and increases teaching time allocated to the PST as appropriate.
- Continues to model effective teaching practices and offer professional advice and guidance as needed.
- Provides written feedback as much as possible.

	<ul style="list-style-type: none"> • Continues to model effective teaching practices and provide professional advice and guidance as needed. • Provides ongoing written and verbal feedback on lessons delivered by the PST. • In discussion with the PST, reviews evidence to make an informed judgement about progress to this point in the placement. • Works collaboratively with the PST to develop a focused learning plan for continued growth and development during the remaining weeks of placement. <p><i>If any of the indicators within the criteria is identified as a concern contact the GL as soon as possible and complete Form A. The report cannot be deemed as satisfactory.</i></p>	
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STs Role in Managing the At-Risk Process during each stage of PEx

Pre-Reporting Stage: Reviewing Assessment Processes	Interim Report Stage: Managing Assessment Processes	Final Report Stage: Finalising Assessment
<p>Informal and Direct <i>Verbal and/or Written Feedback to PST</i></p> <ul style="list-style-type: none"> • Assessment and feedback at this stage are preliminary and formative, focusing on what the PST is doing well and identifying areas for development to ensure effective progress throughout the placement. • If concerns arise regarding the PSTs ability to meet expectations in a timely manner, or if there are 	<p>Interim Report (SONIA/Forms) <i>Completed in order by: ST → ESC → PST → GL</i></p> <ul style="list-style-type: none"> • A formal interim assessment of the PSTs progress must occur at the midpoint of the PEx placement. • If one or more criteria are marked as "Concerns with development" (i.e. Unsatisfactory overall), the At Risk Process must be initiated by completing Form A: Notification of Underperforming/Of Concern/At Risk and Form C: At Risk Action Plan (PST) • Detailed requirements for each placement, including specific assessment criteria and 	<p>Final Report</p> <ul style="list-style-type: none"> • In the final days of the placement, assessment is focused on the PSTs demonstration of the placement requirements as outlined in the Course Specific Information (see p. 4 links) and PEx final report. • Leading up to this period, PST and ST discussions should focus on the evidence base required for the PST to demonstrate they have satisfactorily met the requirements of the placement, as outlined in each section of the final report.

Pre-Reporting Stage: Reviewing Assessment Processes	Interim Report Stage: Managing Assessment Processes	Final Report Stage: Finalising Assessment
<p>instances of unprofessional, unethical, or emotionally inappropriate behaviour, the At Risk Process should be initiated.</p> <ul style="list-style-type: none"> • <i>The ST should:</i> <ul style="list-style-type: none"> • Clearly identify and discuss specific areas of concern and required actions with the PST. • communicate concerns to the GL, or request a discussion where appropriate. <p>At Risk Identification Process <i>Evidence-based, formative, focused on responsive action</i></p> <p><i>The ST in consultation with the ESC and/or the GL should:</i></p> <ul style="list-style-type: none"> • Identify and discuss specific areas of concern and actions required directly with the PST • Complete Form A: Notification of Underperforming/Of Concern/At Risk • Support the PST to complete Form B: Preliminary Development Plan • Communicate concerns to, or request some discussion with, the GL. 	<p>evidence types, are outlined in the Course Specific Information (see p. 4 links).</p> <ul style="list-style-type: none"> • Interim reporting should be conducted, where possible, as a collegial discussion between the ST, PST, the ESC and GL. • <i>The conversation should focus on:</i> <ul style="list-style-type: none"> • The PSTs professional knowledge and practice, referencing evidence aligned with Course Specific Information (see p. 4 links) requirements. • Areas of strength and areas for improvement, providing direction for the remainder of the placement. • Strategies for continued learning and development, supported collaboratively by the ST, GL, and other relevant staff. <p><i>The outcome of the interim reporting process determines an Overall Result of either:</i></p> <ol style="list-style-type: none"> 1. Satisfactory: All areas are satisfactory, indicating that even if there are areas in need of ongoing development, the PST is progressing satisfactorily towards the summative requirements of the placement. The placement continues and the focus turns to preparing adequately for the second half of the placement <p>OR</p> <ol style="list-style-type: none"> 2. At Risk: One or more criteria are assessed as unsatisfactory, indicating that there are concerns with the PSTs development. The PST is considered at risk of not meeting the summative requirements of the placement. Formal At Risk status must be noted through Form A and Form C (see pp.). 	<ul style="list-style-type: none"> • In most PEx placements, the final days of the placement should also provide an opportunity for the PST to further develop and demonstrate any areas of professional knowledge, practice or professional learning that there is not yet strong evidence of, as guided by the ST or SC • Moderated, Evidence-based and Summative Assessment of the PEx outcome concludes on the final day of the placement. The final report can be prepared in advance and it is recommended that the report is presented and discussed in a collegial setting that includes the PST, ST, and (where possible) the ESC and GL. Signing and dating of the report should be no earlier than the final day. <p><i>The outcome of the final reporting process is to indicate an Overall Result of either:</i></p> <ol style="list-style-type: none"> 1. Satisfactory or Above Satisfactory: All points must be assessed as satisfactory, indicating that the PST has met the specific requirements of the placement, appropriate to the placement level and stage of learning within the ITE program. The PST is ready to progress to the next placement or level of PEx. <p>OR</p> <ol style="list-style-type: none"> 2. Not Satisfactory: One or more criteria are assessed as unsatisfactory, indicating concerns with the PSTs demonstrated knowledge, practice, and/or professional development. The PST has not successfully achieved the specific requirements of the placement and this must be formally noted in the Overall Results section of the final report. The PST is not yet ready to progress to the next placement or level of PEx.

Report Guidelines for Service Teachers

In the Early and Middle stages of PEx, PSTs receive an overall grade of either Unsatisfactory, Satisfactory, or Above Satisfactory.

Within these stages, performance for each criterion is described using two levels of achievement for Interim Reports (Progressing Satisfactorily/Concerns with Development) and three for Final Reports (Above Satisfactory/Satisfactory/Unsatisfactory). These levels are used to guide feedback and evaluation, but ultimately contribute to the overall grade.

In the Final stage of PEx, the four levels of achievement are used as distinct grading categories:

- Below Graduate Level
- Developing Towards Graduate Level
- Graduate Level
- Exceeding Graduate Level

Each PEx report assesses PST performance across five key areas, mapped to the APSTs. The table below is intended to assist Supervising Teachers in determining the appropriate level of achievement for each criterion and assigning an overall grade for the PST. When completing the Interim and Final Reports, STs should refer to the table to guide their assessment of PST performance across the Early, Middle, and Final stages of the program.

The five assessment areas are:

1. Planning effectively
2. Teaching effectively
3. Managing effectively
4. Assessing and recording learning
5. Professional conduct

1. Planning Effectively

Early & Middle Stages	Concerns with Development / Unsatisfactory	
Final Stage	Below Graduate Level	Developing Towards Graduate Level
APST 1.1 APST 1.3 APST 1.5 APST 3.1	Written plans do not include approaches to support full participation in learning of specific students who have learning needs.	Written plans do not yet adequately address approaches to support full participation in learning of specific students who have learning needs.
APST 1.3 APST 2.2 APST 2.3 APST 3.2	Does not yet demonstrate an ability to think independently of the ST of strategies and resources for lessons. No knowledge of content and curriculum relevant to the year levels for this placement.	Requires constant guidance by the ST for the selection of strategies and resources for lessons. Limited knowledge of content and curriculum relevant to the year levels for this placement.
APST 2.2	The PST has presented written planning below the standard of someone entering their stage of PEx.	Some ability in written planning of lesson sequences with some guidance needed.
APST 3.2	Many language, literacy and numeracy errors in planning documents.	Language, literacy and numeracy errors in planning documents need attention.

Progressing Satisfactorily / Above Satisfactory	
Graduate Level	Exceeding Graduate Level
Written plans include approaches to support full participation in learning of specific students who have learning needs.	Has consistently demonstrated initiative in planning strategies that are responsive to the learning strengths and needs of all students.
Showing independence in selection of teaching strategies and resources using curriculum, assessment and reporting knowledge. Satisfactory knowledge of content and curriculum relevant to the year levels for this placement.	Flexible planning approach using curriculum, assessment and reporting knowledge in order to be prepared for the specific learning needs of students across the full range of abilities. Substantial knowledge and application of content and curriculum to lesson planning relevant to this placement for the relevant year levels
Sound ability in written planning of lesson sequences.	Ability to consistently organise content into an effective learning and teaching sequence.
Minimal language, literacy and numeracy errors in planning documents. Ability with guidance to include in the design of most lessons and unit planning literacy and numeracy strategies relevant to the teaching areas.	Minimal language, literacy and numeracy errors in planning documents. Ability to independently design lessons and unit planning that consistently includes literacy and numeracy strategies relevant to the teaching areas.

Early & Middle Stages	Concerns with Development / Unsatisfactory	
Final Stage	Below Graduate Level	Developing Towards Graduate Level
APST 1.6 <i>Depending on site context</i>	No use of teaching strategies informed by legislative requirements in planning for students with disability.	Inconsistent knowledge and understanding of legislative requirements and teaching strategies used to inform planning for students with disability.

Progressing Satisfactorily / Above Satisfactory	
Graduate Level	Exceeding Graduate Level
Conduct demonstrates broad knowledge and understanding of legislative requirements and teaching strategies applied to planning to support students with disability.	Planning consistently incorporates very clear knowledge and understanding of legislative requirements and teaching strategies to support students with disability.

2. Teaching Effectively

Early & Middle Stages	Concerns with Development / Unsatisfactory	
Final Stage	Below Graduate Level	Developing Towards Graduate Level
APST 2.1 APST 2.6	Considerable support provided by ST in order for the PST to deliver sequences of lessons. Limited use of appropriate ICTs when needed.	Remains unable to proceed independently in delivering sequences of lessons. Some ability with ICTs as part of teaching delivery.
APST 3.3 APST 3.4	Lacks ability to incorporate basic strategies to enable most students to understand the content of the lesson. Limited capacity to incorporate ST feedback.	While responding to ST feedback limited success in responding to the needs of learners during the delivery of lessons.
APST 3.4	Difficulty in pitching delivery to level of students.	Is demonstrating an awareness of the need to implement strategies to cater for student needs but lacks consistent application.

Progressing Satisfactorily / Above Satisfactory	
Graduate Level	Exceeding Graduate Level
Demonstrates ability to deliver without assistance, sequences of lessons. Confident in the inclusion of ICTs.	Consistently delivers well- structured series of lessons. Uses initiative in the selection and is confident in application of ICTs.
Incorporates ST's feedback successfully. Ability to change teaching strategies in response to learners' needs.	Demonstrates initiative in responding to feedback from ST. Consistently identifies and applies a wide range of appropriate transition strategies to enhance teaching.
Selects and uses several different strategies consistently to enable most students to understand the content of the lesson.	Uses a wide range of strategies successfully to cater for student needs in a lesson.

Early & Middle Stages	Concerns with Development / Unsatisfactory		Progressing Satisfactorily / Above Satisfactory	
Final Stage	Below Graduate Level	Developing Towards Graduate Level	Graduate Level	Exceeding Graduate Level
APST 3.5	Frequent errors in basic language, literacy and numeracy. This is not suitable for a graduate teacher.	Language, literacy and numeracy errors evident in classroom delivery that are not at a standard for a graduate teacher.	Satisfactory language, literacy and numeracy. Minimal in class errors evident.	Consistently effective in using language, literacy and numeracy in classroom delivery.
APST 3.6	Unable to identify how teaching strategies in the delivery of lessons impacts on improve student learning.	While able to identify that the effectiveness of delivery of lessons is important, does not connect this to student learning.	Sound ability to incorporate a range of strategies to facilitate information about effectiveness of the teaching on student learning.	Strong ability to critically reflect on teaching strategies specifically to improve student learning.
APST 6.3	Has difficulty responding positively to constructive criticism and therefore changes in teaching are not evident.	While able to accept constructive criticism, has difficulty applying suggestions into improving delivery.	Responds positively to ST's feedback, and at a basic level, improvements are evident.	Strong ability to apply advice from ST into improved teaching strategies.
APST 1.4 <i>Depending on site context</i>	No recognition of the impact of culture, cultural identity and linguistic background on the learning of Indigenous students.	Some awareness of the impact of culture, cultural identity and linguistic background on the learning of Indigenous students.	Strategies and interactions with students demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of Indigenous students.	Careful attention has been given to the incorporation of strategies and learning experiences that enhance the learning of Indigenous students.
APST 2.4	Little understanding of or respect for Indigenous histories, cultures and languages.	Occasional recognition of and respect for Indigenous histories, cultures and languages.	Teaching reflects a broad knowledge of, understanding of and respect for Indigenous histories, cultures and languages.	Consistent inclusion of strategies and learning experiences that demonstrate knowledge of, understanding of and respect for Indigenous histories, cultures and languages.
APST 3.7	No knowledge of strategies for involving parents/carers in the educative process.	Identification of a limited number of strategies for involving parents/carers in the educative process.	Describes a range of strategies for involving parents/carers in the educative process.	Uses a range of strategies for involving parents/carers in the educative process.

3. Managing Effectively

Early & Middle Stages	<i>Concerns with Development / Unsatisfactory</i>	
Final Stage	<i>Below Graduate Level</i>	<i>Developing Towards Graduate Level</i>
APST 4.1	Is not demonstrating strategies to correct misbehaviour.	Limited ability to use effective behavioural strategies
APST 4.2	Inability to give clear and assertive instructions. Poor questioning techniques and lack of checks for understanding.	Lacks consistency in providing clear instructions to students. Demonstrates limited strategies to check for understanding
APST 4.1 APST 4.3	Inability to independently manage challenging behaviour from any students.	Lacks confidence to independently manage some challenging behaviour from some students.

<i>Progressing Satisfactorily / Above Satisfactory</i>	
<i>Graduate Level</i>	<i>Exceeding Graduate Level</i>
Has developed an effective personal repertoire of effective strategies to correct most student misbehaviour.	Demonstrates capacity to respond effectively to unplanned classroom situations
Consistently gives clear and assertive instructions. Effective and consistent in questioning techniques and checks for understanding.	Consistently and confidently provides clear instructions to students. Consistently demonstrates a variety of effective strategies to check for understanding.
Confident in managing student behaviour and keen to improve strategies in this area.	Consistently uses a wide range of effective behavioural strategies.

4. Assessing and Recording Learning

Early & Middle Stages		<i>Concerns with Development / Unsatisfactory</i>		<i>Progressing Satisfactorily / Above Satisfactory</i>	
Final Stage	<i>Below Graduate Level</i>	<i>Developing Towards Graduate Level</i>	<i>Graduate Level</i>	<i>Exceeding Graduate Level</i>	
APST 5.1 APST 5.5	Very limited use of assessment strategies informally and formally to assess student learning. No recording of student progress.	Inconsistently assessed student learning. Minimal recording of student progress.	Used assessment strategies both informally and formally to assess student learning and monitor understanding. Kept records of student achievement.	Used a wide range of appropriate assessment strategies both informally and formally to assess student learning and monitor understanding. A range of record keeping strategies used to record student progress.	
APST 5.2	Limited attention given to providing feedback to individual students on their learning.	Limited effort to provide feedback to individual students on their learning	Positive efforts to provide feedback to individual students to support their learning.	Provides quality feedback to students on their learning.	
APST 5.3	No effort to participate in moderation of student assessment.	Limited effort to participate in moderation of student assessment.	Participated in assessment moderation	Active participant in assessment moderation appropriate to year level/s.	
APST 5.4	No evidence of use of student data to assist in teaching and learning.	Limited evidence of use of student assessment data to assist in teaching and learning.	Positive efforts to use student data on assessment to prepare and plan for teaching and learning.	Teaching and learning strategies and experiences demonstrated quality interpretation of student assessment data.	
APST 5.5	No evidence of an awareness of the importance of knowledge of reporting practices followed by the ELS. Has demonstrated inefficiencies in relation to keeping accurate student assessment information.	Has asked about ELS reporting practices but has demonstrated limited organisational abilities in relation to keeping accurate student assessment information.	Has collected information on reporting strategies followed by the ELS and demonstrated capacity to keep accurate student assessment records.	Has collected and assisted in reporting strategies followed by the ELS as well as demonstrating responsibility for keeping accurate student assessment accurate records.	

5. Professional Conduct

Early & Middle Stages		Concerns with Development / Unsatisfactory		Progressing Satisfactorily / Above Satisfactory	
Final Stage	Below Graduate Level	Developing Towards Graduate Level	Graduate Level	Exceeding Graduate Level	
APST 4.4 APST 4.5 APST 7.2	No awareness of basic strategies established in legislative requirements that would support student well-being and safety within the ELS and teaching areas. Shows limited awareness of issues associated with the selection and strategies for ethical and safe use of ICTs.	Awareness of most basic strategies established in legislative requirements that would support student well-being and safety within the ELS and for particular teaching topics, including field trips outside of ELS grounds. Developing awareness of key issues for safe, responsible and ethical use of ICTs.	Consistently demonstrates knowledge of basic strategies established in legislative requirements that support student well-being and safety within the ELS and teaching areas. In planning delivery of ICTs in classroom shows sound knowledge and understanding of safe, responsible and ethical use of ICTs.	Is proactive in using all appropriate strategies established in legislative requirements that support student well-being and safety within the ELS and teaching areas. Thoughtful and explicit understanding shown of the safe, responsible and ethical use of ICTs in planning and delivery of lessons.	
APST 7.1	Concerns raised by ST/ ESC regarding some practices in relationships with students and/ or colleagues which raise ethical concerns.	Limited understanding of essential ethical practices in relationships with students and colleagues.	Application of essential ethical practices in relationships with students and colleagues.	Understands and consistently applies ethical practices in relationships with students and colleagues.	
APST 7.3	Has not demonstrated a commitment to seeking advice and information on the area of working with parents/carers. Reluctance to engage with opportunities provided to work with members of the ELS community.	When the opportunity was provided the PST has given limited time to observing or working alongside the administrator /ST with parents or carers. Limited time given to opportunities provided to work with members of the ELS community.	When the opportunity was provided, the PST has responded positively to observing or working alongside the administrator/ST with parents or carers. Has shown a willingness to work with members of the ELS community.	Actively seeks out opportunities to observe or work alongside the administrator/ST with parents or carers and to work with members of the ELS community.	
APST 7.4 <i>Depending on site context</i>	Does not attend professional development opportunities to broaden professional knowledge and practice.	Occasional attendance at professional development opportunities to broaden knowledge and practice.	Attends professional development opportunities to broaden professional knowledge and practice.	Actively seeks out and attends professional development opportunities to broaden professional knowledge and practice.	

Preservice Teachers

All PEXs require that PSTs demonstrate appropriate levels of knowledge and practice relevant to the *AITSL standards*.

The PEX is an opportunity that requires the highest levels of professional presentation and behaviour from all Griffith PSTs. To be eligible to undertake PEX PSTs need to have met all the requirements outlined in the Professional Experience Terms & Conditions (provided at the beginning of each academic year) and meet the tutorial attendance requirements for the relevant PEX course, as outlined in the PEX course profiles and the PEX Calendar.

All course work must be completed before PST undertake the final placement (with the exception of specifically timetabled or co-taught courses). PST should check their transcripts to ensure all prerequisites have been met for each PEX.

Expectations of PSTs

As representatives of Griffith University and potential future employees of their placement sites, PSTs are expected to:

1. Demonstrate Professional Conduct and Responsibilities

- *It is expected that whilst the PST is at PEX they will, at all times;*
 - Act professionally and ethically communication, manner and appearance and respectfully towards and about all members of the ELS community.
 - Follow ELSs procedures and ST/ESC instructions.
 - Keep their Griffith Student ID and blue card on their person.
 - Be focused and well prepared.
- *Meet the specific professional requirements that apply to all ELS staff, including:*
 - Dress code
 - Working hours- as discussed with ST in conjunction with GU expectations
 - Ethical and professional behaviour
 - Confidentiality
 - Code of conduct
- Present professional levels of literacy/numeracy appropriate for teaching, and model accuracy in literacy and numeracy for students. PSTs must improve these aspects of professional practice where necessary.
- Model for children socially appropriate ways of how to behave.
- Demonstrate a willingness to incorporate guidance, direction and feedback in all areas of professional knowledge, practice and professional competence.
- Become familiar with the ELSs context, including mission statements, pedagogical frameworks, ELS-wide behaviour management policies.
- Understand course prerequisites. Know your program completion profile (check your unofficial student transcript) and consult your program director or Student Connect if anomalies are noted.
- If you are out of phase, do not enroll in other courses which have scheduled classes over the PEX placement period.

2. Maintain Attendance, Punctuality, and Communication

- Be punctual to all sessions, classes and meetings
- Remember to sign in and sign out at the office every morning and afternoon
- Maintain regular and responsive communication with the ST, ESC and GL throughout the placement

3. Engage and Participate in the Educational Site Community

- Participate in all activities that the ST is involved in, or as requested by or deemed appropriate by the ESC, including:
 - Planning or general staff meetings (before, during or after ELS day)
- Rostered supervision duties with ST (before, during or after ELS day)
 - Related ELS community activities (sports days, site-based community events etc.,
 - Become involved in the wider ELS context beyond the allocated classroom
 - Take a professional, responsible and responsive approach to learning in the workplace
- Offer assistance if a staff member needs help

General Roles and Responsibilities

Orientation & Early Period	During PEx	Final Days of PEx
<p>Before the PEx commences the PST:</p> <ul style="list-style-type: none"> • If directed, contact the ESC of the assigned PEx site (Specific to 1999EDN). • Prepare your laptop/tablet/folder with copies of relevant documents. • Prepare a PEx folder with relevant sections in readiness for the placement as outlined in this Handbook. Complete PEx Folder Checklist and PEx Teacher Profile (SONIA/Form). • Complete first section of PEx Placement Checklist (SONIA/Form) • Become familiar with the specific requirements of the PEx course, related course assessment, and the particular placement as outlined in the Course Specific Information (see p. 4 links). • Engage with all PEx related course materials on Canvas: notes, recordings, readings. • Complete PEx Placement Checklist by Day 2 (SONIA/Form). 	<p>During PEx the PST should:</p> <ul style="list-style-type: none"> • Meet with and maintain regular communication with the allocated GL, as directed. • Be a 'shadow' to the teacher, matching the teacher's schedule and rostered duties. • Complete observation, planning, teaching, and reflection activities as outlined in the Handbook and Course Specific Information (see p.4 links), and as directed by the ST. • Meet regularly with the ST and/or the ESC to plan activities, negotiate and allocate time for discussion and plan the PSTs activities for the PEx period from day to day, week to week and to discuss feedback given. Assist your ST when appropriate throughout the day. • Update the PEx folder regularly, adding examples of observations, planning and reflections/discussion notes as required. The materials in the working folder can be a useful stimulus for discussion. <ul style="list-style-type: none"> • Note: some ES/teachers prefer this to be in electronic form. Be flexible and organised and accommodate the preferred option as advised. 	<p>Upon the completion of PEx the PST should:</p> <ul style="list-style-type: none"> • Attend all meetings with ST, ESC, GL, to discuss, and review the final report (SONIA/Forms) • Complete the Professional Development Reflection (SONIA/Forms) and final report • Express thanks and appreciation to the ST, ESC and all relevant ELS staff for hosting the PEx. • Ensure all materials that belong to the ELS or staff are returned.

- Present all planning prior to teaching (by 8.15 am each morning or earlier as requested by the class teacher).
- Submit required observations and written reflections in a timely manner, including reflection on their own teaching practice. Staple lesson plan, teacher feedback and self-reflection together, where appropriate.
- Engage in the full planning cycle by planning, teaching, assessing, and reflecting on student learning, including marking student work and developing simple assessment tools (e.g., checklists or anecdotal records).
- Participate actively in teaching and learning activities and assist the supervising teacher where appropriate.
- Direct any parent or caregiver enquiries to the ST.
- Participate in placement review processes, including mid-placement discussions and completion of required documentation such as the Personal Action Plan.
- Work collaboratively with the ST, ESC, and GL to address any concerns, including participation in processes related to At Risk identification where required.

PSTs are advised not to plan holidays immediately after the PEx block. Any missed days (due to illness or personal circumstances) must be completed immediately and require an extension of the PEx period to ensure the full number of days is completed. This is to fulfil the requirements of the PEx course, the program, and to qualify for teacher registration on completion of the program.

Preservice Teacher Documents

Professional Experience Folders

PSTs are required to develop and maintain two folders: a PEx Working Folder and a Resource Folder (a hard copy ring binder or digital file as preferred by the ST) for the duration of each PEx period. This documentation should be available at all times during the placement. Your ST/s and GL may request to see the working folder and resource collection at any time.

The PEx Working Folder

The PEx folder will be organised into two parts: organisational/administrative material and relevant planning/teaching materials.

The organisational/administrative materials section must include at least:

- PEx Folder checklist (*mandatory completion on SONIA)
- PEx checklist (*mandatory completion on SONIA)
- PSTs personal profile (*mandatory completion on SONIA)
- Timetables – classes and PEx meetings and report due dates
- Maps/site layout
- Classroom layout
- Safety information e.g. fire drill process
- Behaviour management plan for school and classroom
- Orientation materials

The planning/teaching section must include at least the following – see SONIA for templates and reports:

- Lesson plans (all lessons taught)
- Post lesson reflections with critical analysis of own practice (all lessons taught)
- Classroom observations with critical analysis (minimum of six or as noted for course)
- Written feedback provided by teacher or other observers of your lessons
- Interim report (*mandatory completion on SONIA)
- Professional Learning Plan (*mandatory completion on SONIA – self-reflection of focus for part 2 of PEX drawn from discussion of interim report)
- Professional Development Reflection (*mandatory completion on SONIA – self-reflection and plan for future professional learning focus)
- Final report (*mandatory completion on SONIA)

The organisation and contents of this folder provide essential evidence for a successful interim report and final report.

Teaching Resource Folder

The resource folder is for context specific documentation relevant to the PEx. It should contain any relevant teaching and learning ideas and resources collected throughout course work, as well as during the PEx placement. This folder could include resources developed by PST or related to the experience. It is advised that the resources collected be stored in a digitised format to facilitate ease of access. A back-up copy should be made on a regular basis. This folder could include items such as:

- Teaching strategies
- Specific content area information

- Units of work as developed by the PST and/or provided by the ST, lesson plans, assessment, work samples, resources
- Professional learning
- Academic (Key readings, PEx assignments)

For example:

- Worksheets/online activities etc. Developed to support the PSTs teaching
- Work samples: samples of work from students
- Resources for behaviour management
- Notes from professional development/talks provided on ELSs

Reflection, observation and self-assessment on PEx.

Reflection is a cornerstone of learning to be a teacher because it enables ongoing professional growth and informed decision-making. However, as a long-standing influence within education, the term reflection is used in different ways and for different purposes within initial teacher education. Originating from his original work on reflective thinking, John Dewey (1910) argued that reflection is a purposeful, active, and persistent consideration of beliefs or knowledge (personal traits), in light of the grounds that support them (contextual and theoretical information) and the consequences they lead to (future decision making/practices of the teacher).

PSTs will be exposed to a range of theories related to reflection during their degree and will find terminology used interchangeably. For the purposes of PEx, specific terminology is used to describe the various reflective practices that PST are expected to undertake in each block period. This expectation stems from Dewey's work and subsequent scholars (see Schön, Brookfield, Kolb) who promote reflection as an active and deliberate act that connects experience, theory and action and is essential for problem-solving and professional growth. Without reflection teachers move through a set of motions which reproduces educational practice (effective or ineffective). Reflection is required for transformational teaching that meets its purpose.

During PEx PSTs are expected to complete the following reflection tasks that may be shared with the class teacher, school coordinator, and/or university liaison. They may also be included as part of a portfolio of tasks related to specific course assessment and so careful checks with the course profile to understand expectations of each course is essential.

Understanding the Terminology

There are three main terminologies used to describe the reflective processes required during PEx courses:

- Observations with critical analysis of practice
- Self-reflection
- Post lesson reflections with critical analysis of own practice

Observations with Critical Analysis of Practice

These are centred on observations of key/ significant moments within school day and are usually focussed on the practices of the supervising teacher, other teachers or colleagues. PST will complete at least 6 observations with critical analysis of practice which may include but are not limited to:

1. Classroom management, such as:

- Proactive practices or responding to disruptive behaviour or disengagement
- Setting expectations
- Establishing rules and routines for classroom entry, transitions and exits
- Establishing or repairing relationships

- Managing class expectations within a whole school framework
- How is the furniture/classroom setting used to promote engagement and learning

2. Effective pedagogical practices, such as:

- How new content is introduced and sequenced to support engagement and success
- How, why, and when feedback is provided
- How the teacher scaffolds, models and knows when to move on in the lesson
- Pedagogical choices at various stages of the lesson
- Use of worked examples
- Use of questioning to support engagement, learning and increase higher order thinking and challenge
- How adjustments are planned and/or incidentally introduced when needed to meet the diverse needs of the students in the class
- How literacy and numeracy are integrated into other subject areas to support or extend student success
- How a multi-tiered system of support is used to deliver quality instruction
- How ICTs are meaningfully and safely integrated into the lesson

3. Responsive/ inclusive teaching, such as:

- How First Nations perspectives are incorporated into the curriculum
- How is cultural safety or inclusion promoted in the classroom
- How are families enfolded into the school community
- How is the lesson responsive to the diverse linguistic, cultural and religious backgrounds of the students

4. Planning and assessing, such as:

- How content is selected and sequenced to suit the needs of the students
- Types of assessment practices and available adjustments
- How UDL principles are incorporated into the planning stages
- How parents are informed about student progress

The topics chosen by the PST should be influenced by their interest or areas of concern evidenced through personal lesson reflections and professional learning plans. In this way, the observations with critical analysis of practice are part of the PST professional learning journey.

Table 1 provides guidelines for completing the observations with critical analysis of practice.

The table below provides: **Guidelines for undertaking observations with critical analysis of practice.**

Context	Class, time, focus, key players/stakeholders
Observation <i>Evidence collected during the session</i>	Non-judgmental descriptive hand-written notes to record what you saw or heard <ul style="list-style-type: none"> • What the teacher was doing or saying, what the students were doing or saying • Be specific, capture the key incidents or event without inference, collect any artefacts • Work samples from students, slides used in lesson, rubrics, quantitative details • Students were called on to respond 3 times in first phase of lesson
Critical analysis <i>Completed after the session</i>	<i>Interrogate the evidence, this might include;</i> <ul style="list-style-type: none"> • <i>Interpretive claims:</i> What does this likely mean? What patterns emerge? • <i>Explanatory factors:</i> What mechanisms or conditions might explain this? • <i>Alternative explanations:</i> What else could account for it? • <i>Quality of evidence:</i> Bias, representativeness, reliability, missing data • <i>Alignment/contrast with theory or policy:</i> e.g., formative feedback, cognitive load, inclusive pedagogy • <i>Significance:</i> Why does this matter for learning/teaching/outcomes?
Formulating a response	<i>These sentence starters are optional and provided as a guide only:</i> <ul style="list-style-type: none"> • The observed pattern suggests... • A plausible explanation is... • However, an alternative account may be... • The validity of this inference is limited by... • This is consistent/inconsistent with... • The most consequential implication is...
Implications for my practice	<ul style="list-style-type: none"> • Translate analysis into practical meaning by considering how this insight might help you with future teaching. • How has it helped you to link theory (university learning) with practice (practical aspects of teaching)?
Future thinking	<ul style="list-style-type: none"> • How can the implications be used to support your future teaching? • What else might you have to do to help bridge the theory-practice divide or your evidenced-informed learning journey?
Future success	<ul style="list-style-type: none"> • How will you measure success in future (observable, measurable where possible)? • What evidence will you provide to demonstrate success against the PEx criteria/indicators?

Self-Reflection

Other reflective processes are mandated throughout the PEx period. These reflections may or may not be associated with the observations above.

Through self-reflection, pre-service teachers critically examine their beliefs, assumptions, and emotional responses to teaching experiences, fostering deeper self-awareness.

The type and purpose of self-reflections required during PEx courses include:

Pre PEx-self-reflection:

- For the PST to assess their starting point of the beginning of the PEx period. These should be formulated as part of your coursework preparation and drawing on your previous PEx reports/reflections/professional learning plans in the lead up to PEx. Use self-reflection to consider aspects of practice that are effective or that may require strengthening.
 - My SMART goals to discuss with ST at the beginning of PEX include:

Professional Learning Plan

- Self-reflection drawing from the interim report and lesson reflections for the PST to determine their focus for the second half of the PEx period. The SMART goals informing the plan are formulated in conjunction with your ST using your lesson reflections as evidence for the choices made.

Professional development reflection

- Self-reflection to be completed before final report can be signed off. This self-assessment is a requirement of AITSL and is used to inform your professional learning leading up to the next PEx period.

Post lesson reflections with critical analysis of own practice

- Allows PSTs to evaluate the effectiveness of instructional strategies, classroom management, and student engagement. Engaging in **critical analysis of practice** moves beyond description to interrogate why certain outcomes occurred, considering contextual factors, theoretical frameworks, and evidence-based reasoning. This reflective cycle is not merely retrospective; it actively shapes the future self and practice, guiding teachers to refine pedagogical choices, anticipate challenges, and implement strategies that promote equitable and impactful learning environments. In this way, reflection transforms experience into actionable knowledge, positioning teachers as adaptive, research-informed professionals committed to continuous improvement. At times, this reflective process may also be informed by collegial feedback to check, reframe, and broaden theories of practice, and to consider new ideas and approaches.

Malderez (2023) suggests a simple but effective process for reflecting on lesson. Her *Systematic Informed Reflective Practice (SIRP)* is a structured approach to reflection designed to support teacher learning and professional development.

The model emphasizes evidence-based, step-by-step reflection rather than unstructured or purely intuitive thinking. It aims to make reflection purposeful, informed by theory, and actionable for future practice. She borrows the term 'learnacy' from Claxton (2004) meaning the ability to learn and reflect as a fundamental life skill to prevent valuable insights from being lost as teaching.

PSTs and STs should regularly engage in conversation about reflections and teacher feedback. SIRP protocol is outlined below but PSTs might prefer another reflection framework such as 5Rs model, SWOT analysis.

The process chosen is optional, but the outcomes should always be considered in relation to PSTS future practice. Your coursework consistently addresses this area of teacher knowledge and student learning outcomes, and you have been provided with resources for written reflections. This can be used as evidence against your final report.

Suggested SIRP Protocol

After the lesson;

- Identify Feelings and Observations
 - How you felt during/after the event.
 - What you observed that triggered these feelings.

- **Generate Multiple Interpretations**
Brainstorm as many possible explanations for those feelings and observations as you can—without judgment.
- **Bring in Additional Knowledge**
Consider what you know about the students, the teaching context and relevant theories, research, or ideas (e.g., from training or conferences).
- **Evaluate and Decide on Interpretation**
Use evidence and theory to weigh interpretations and select the most plausible or useful explanation.
- **Plan Action for Future Practice**
Translate insights into concrete steps for improvement or experimentation in future lessons.

A 15-minute reflection period at the end of each lesson should be provided for the PST to document assessment data on student performance, reflect on personal teaching practice, and document a reflection.

Unit and Lesson Planning

Lessons should be based on observations of STs lessons. Lessons should vary across curriculum areas, learning environments, and times of the ELS day. Lessons should be listed in an index. Work with individual students does not constitute a lesson unless it involves substantive planning by the PST. Written feedback from the ST on all lessons taught by the PST is encouraged. (See templates on SONIA)

ELS vary in procedures and expectations for curriculum planning, however all teaching will be a translation of an approved syllabus.

During this PEx, PSTs will undertake and provide evidence of unit and lesson planning in collaboration with the ST. *The lesson plan template used for PEx must:*

- Show the origins of the curriculum objectives that have been selected for teaching and learning for the learning needs of the particular students, including detailed differentiation strategies
- Describe the learning sequence using the pedagogical framework or language of the ELS/classroom (e.g. Learning Intentions and Success Criteria, or WALTs, WILFs etc).

STs will be able to provide advice on their expectations and the specific requirements of the ELS. PSTs may use templates provided by the course convenor, or ELS-based templates as appropriate.

The format for lesson plans is to be negotiated between the PST and the ST. The PST should be able to demonstrate agency in this discussion. Lesson planning has been explicitly taught but flexibility is also valued.

Planning should include details concerning:

- Goals for group (for lesson) and for individuals (individual's learning goals) lesson) and for individuals (individual's learning goals)
- Teaching equipment and materials required (resources)
- Organisational procedures to be used (students and staff)
- Teaching phases (including introduction and conclusion) and teaching strategies
- Differentiation
- Evaluation of learning outcomes (student performance data) and teaching competency (reflection)

Teaching of lessons should increase in both frequency and type across the block placement period.

The Griffith Professional Experience Moderation (PEM)

The PEM process consists of a number of strategies and milestones for every supervised PEx, including the final stage. Our process aims to be effective, fair and transparent, while not demanding excessive time from the ELS or the university personnel. To achieve this, it requires all participants in the process – ESC, ST and GL staff as well as the PST to prepare for the PEx by becoming familiar with the Griffith documents sent. These include important requirements that must be met, as well as giving advice and supporting tools. The PEM Process includes a number of documents and personnel. It begins with Griffith PEx A-Z Guidelines, the PEx Handbook, and Course Specific Information (see p. 4 links). The process includes a number of steps, personnel and resources.

Milestone	Step	Action	Resources	Personnel
Pre-PEX	Guideline Documents available prior to placement	<ul style="list-style-type: none"> Guidelines and handbooks relevant to the students' course in which the professional placement sits provided to the ELS Report forms are available on SONIA 	<ul style="list-style-type: none"> PEX A-Z Guidelines PEX Handbook Reports 	<ul style="list-style-type: none"> PEO
		<ul style="list-style-type: none"> ESC and ST to become familiar with the requirements, reporting, and guidelines for determining the level of achievement for each criterion, found in the relevant Course Specific Information (p. 4) 	<ul style="list-style-type: none"> Guidelines PEX Handbook 	<ul style="list-style-type: none"> ESC ST
	University support during the PEx	<ul style="list-style-type: none"> Each ST should be provided with a GL (excl. 1999EDN) This person is an experienced and registered teacher Each ST should be provided GLs name and contact details by the ESC 	<ul style="list-style-type: none"> The GL will contact the site as soon as possible before or during week one. 	<ul style="list-style-type: none"> GL PEO
Midway Through PEx	Educational site visit by/meeting with GL **	<ul style="list-style-type: none"> It is essential the GL visits the ELS or arranges a Teams time to meet and speak with the ESC, the ST and the PST. ** Frank and open feedback with the PST regarding the completion of the criteria on the specific PEx report should occur at least once a week and must occur at this point. The ST can invite the SC or other staff to observe a PST and provide feedback 	<ul style="list-style-type: none"> Guidelines PEX Handbook 	<ul style="list-style-type: none"> GL ESC ST PST
	Complete interim report	<ul style="list-style-type: none"> Personal Action Plan completed. An interim report must be completed by the ST with the support of the ESC and the GL. Judgement is to be made about the progress in relation to stage. If concerned, then a specific process is to be followed for that PST (Form A completed) 	<ul style="list-style-type: none"> Guidelines PEX Handbook The interim report for the specific course is available to the ST and ESC on SONIA 	<ul style="list-style-type: none"> GL ESC ST

Interim Report Submitted	<i>University supports post interim stage</i>	<ul style="list-style-type: none"> • GL will continue to communicate through email to both the ST and the PST to monitor progress for remainder of the PEx. • For at risk students, closer contact between the GL, ST and ESC will occur • Frank and open feedback with the PST regarding the completion of the criteria on the specific university course report should occur at least once a week. 	<ul style="list-style-type: none"> • PEx Handbook 	<ul style="list-style-type: none"> • GL • ESC • ST • PST
Final Week	<i>Making judgements with colleagues</i>	<ul style="list-style-type: none"> • It is recommended that the ESC and/or a colleague also observes the PST teaching through the PEx • The GL will make contact to assist making judgements. If the ST wishes and where reasonable, the GL will visit again to observe and/or to meet in this week. 	<ul style="list-style-type: none"> • PEx Handbook • Guide to making judgements 	<ul style="list-style-type: none"> • GL • ESC • ST • PST
Final Day	<i>Final Report</i>	<ul style="list-style-type: none"> • Professional Development Reflection completed • Honest and open feedback with the PST regarding the completion of the criteria on the report should occur based on the final week process of internal collaborative decision-making . • Assessment of PSTs will influence their progression to the next PEx . • GL should be informed of the recommended result . • Signing by all required ELS personnel and PST should occur on the last day or within 3 days 	<ul style="list-style-type: none"> • The final report for the specific course is available on SONIA 	<ul style="list-style-type: none"> • GL • ESC • ST • PST

** Step 4 for rural placements: this will be by phone, Teams or similar video communication.

PEX Pathways and Processes

Underperforming / Of Concern / At Risk Process

When provided with targeted, constructive and timely feedback, the ST should expect to see growth in their PSTs during their practicum period.

Some PSTs require more time and scaffolding than others to meet the required milestones. Within the PEX we refer to these PSTs as Underperforming or Of Concern, who may then at a later stage be determined as being At Risk.

Underperforming / Of Concern PST

An Underperforming PST is a student undertaking PEX who has been identified as experiencing difficulty in progressing towards the expected standards of the specific placement in a timely manner. A PST may be Of Concern for a number of reasons beyond teaching and the classroom expectations.

While a PST can be deemed as Underperforming or Of Concern at any time in their placement it is preferably identified and acted upon prior to the Interim Report where possible. Early identification allows greater time for scaffolded learning and demonstrated improvements.

Students identified as such after the Interim Report are considered to be At Risk.

Pathways through PEX

The reports and action plans outlined below are dependent on the progress of PSTs. Pathways are:

1. Satisfactory progress, or
2. Failing to meet Professional Experience Standards during PEX
 - Category 1, 2,3, 4.

The SC and ST should determine the correct pathways of support to be actioned.

A summary of the pathways is shown in Figure 1.

Pathway 1: Satisfactory progression

Each PEX handbook gives the minimum requirements for PSTs at each stage of their PEX.

The ST considers the progress of the PST in conjunction with school-based expectations and

provides feedback and clear short-term expectations of the PST e.g. more detailed lesson plans, targeted engagement with students. The process is:

1. Personal Action Plan (PAP)

In the days just prior to the Interim Report all PSTs are expected to discuss their Interim Report with their ST and to develop a PAP. This is submitted on SONIA and is a pre-requisite for the interim Report to be completed.

2. The Interim Report

The Interim Report on PST progress, due at mid-placement, should be considered as a formative feedback mechanism.

3. Professional Development Reflection (PDR)

In the days just prior to the Final Report all PSTs are expected to discuss their Final Report with their ST and to develop the PDR reflecting on the placement and in preparation for the next placement. This is submitted on SONIA and is a pre-requisite for the Final Report to be completed.

4. The Final Report

The Final Report on PST progress, due on the last day of placement or as soon as possible after, is a summative evaluation of the PEX.

A PST who does not reach all of the Final Report criteria will be rated as Unsatisfactory and will fail the professional experience course.

It is expected that a PST would be aware of these short-falls before the final report is completed because scaffolding has been provided through the Process for PEX PSTs Underperforming/Of Concern/At Risk. This is a means of support during PEX to raise the PST performance and discussions held regarding feedback and progress.

To be rated as Satisfactory overall, all criteria must be rated Satisfactory.

Pathway 2: Failing to meet Professional Experience Standards

As well as the following processes and action plans, PSTs on Pathway 2 submit a PAP and PDR at the appropriate points. Griffith University requires a notification using Form A: School notification of failing to meet PEx Standards of PSTs at PEx who are identified in the following categories.

Category 1 - *Extreme emotional responses/unethical behaviour and professionalism*

At any point in the PEx if a PST is demonstrating extreme emotional responses or their behaviour and professionalism is outside the expectations of the PEx or **Queensland College of Teachers ethical behaviour standards and professionalism** the PST is considered as a Category 1 Of Concern.

1. The school may send the PST home immediately and should advise the GL.
2. The PEO is to be notified immediately using Form A: Notification (Section 1) and will follow up with the PST.
3. The school is to submit this form as soon as possible so that the situation may be investigated and resolved quickly. This form is not visible to students and automatically alerts the PExAL.

Category 2 - *Underperforming or Of Concern prior to Interim Report*

PSTs are expected to demonstrate reasonable progression towards the expected standards of the specific placement and the APST teaching requirements of the Interim Report in a timely manner, and be able to confirm that progress with the provision of evidence, particularly prior to the reports. If a PST is identified by the ST as Underperforming or Of Concern, not meeting the expectations or professional behaviour and/or not demonstrating reasonable improvement, prior to the Interim Report, the PST is considered as a Category 2 Underperforming or Of Concern and the following steps should be followed.

1. The SC observes the PST teaching a lesson and reviews their preparation. Written feedback should be provided to the PST.
2. SC advises GL and reports PST as Underperforming or Of Concern by

completing Form A: Notification (Section 1) including steps undertaken (i.e. discussions, feedback, PST's responses), actions, and preferred outcome. This form is not visible to students and automatically alerts the PExAL.

3. The GL is contacted and alerted to the situation; they contact the ST and the PST to discuss and, if required, mediate discussions, and is available to support the preparation of a Preliminary Development Plan (Form B).
4. The ST discusses the PSTs Preliminary Development Plan (PDP; Form B) with them. The PDP (Form B) is completed on Sonia and shared with the SC and ST.
5. A short term review date prior to the next report (Interim or Final report) is determined by the SC, ST and the PST.
6. The Supervising Teacher and PST review PST's development on review date. Outcomes are noted on the DPD and Form A and the GL is advised.
7. If there is time prior to the Interim Report, a second PDP can be developed, actioned and reviewed.
8. If progress is being made, new goals are set by the PST and the PEx continues. If progress is not being made, then the PST is deemed to be At Risk.
9. PST develops Personal Action Plan prior to Interim Report
10. Interim Report is completed. If all criteria are not satisfactory the PST is now considered At Risk (see Category 3)

Category 3 and 4 - *At Risk post Interim Report*

Where there are worries about a PST's development in any criteria of the Interim Report (Category 3 At Risk) or after the Interim Report and towards the Final Report (Category 4 At Risk), the PST is identified as potentially "at risk of failing to meet standards in the prescribed PEx timeframe". Just as we support a growth mindset in teaching children, being identified as At Risk at this point does not equate to a fail, it means not yet at the expected standards.

The Final Report provides a basis for discussion between the ST and PST so that the expectations against the Final Report and a

pathway to demonstrate their capacity are clear and an At Risk Action Plan (Form C) is drawn up.

If progress is not being made, and scaffolding has not lifted the performance of the Underperforming PST then the following steps should occur:

1. The SC observes the PST teaching a lesson and reviews their preparation. Written feedback should be provided to the PST
2. SC advises GL and reports PST as being at risk by completing Form A: Notification including steps undertaken (i.e. discussions, feedback, PSTs responses), actions and preferred outcome in Section 1 or if the form has already been instigated, in Section 2. This form is not visible to students and automatically alerts the PExAL.
3. Form C: At Risk Action Plan (ARAP) is completed by the PST with the ST's support and guidance.
4. In cases where steps have been followed to scaffold development for Underperforming/Of Concern (Category 2)/At Risk students and schools have exhausted their support options, the SC and Case Manager/PExAL meet and discuss possibility of mediation and other options for the continuation or discontinuation of PSTs placement.
5. Outcomes are noted on ARAP and Form A and GL advised.

6. If the school and PST agree to mediation, arrangements for the Case Manager to meet with the school staff and PST are made.
7. Final Report is completed. A PST who does not reach all of the Final Report criteria will be rated as Unsatisfactory and will fail the professional experience course.

Discontinuation of PEx

The process to discontinue a placement within a specific setting should only occur after due consultation as set out below:

1. If the school and Case Manager/PExAL decide that all avenues to support a successful PEx have been exhausted and reported, the school can request a meeting with PExAL and ITED to discuss discontinuing the student's placement at their school (Form A: Notification, Section 3). The university advises the school of the outcome.
2. Upon agreement to discontinue the placement, the Case Manager/GL and School Coordinator meet with PST to discuss outcome of PEx and the student's options.
3. If enough days have been attended by the PST, the interim Report or Final Report is completed by school.
4. PST is debriefed by PEx Academic/Program Director.

Visual Flow Chat of Pathway & Process for At Risk PSTs

