

4888EDN

The Griffith Graduate Teacher

Bachelor of Education

Professional Experience Handbook

School of Education and Professional Studies

Professional Experience enquiries should be directed to:

Course Convenor	https://www.griffith.edu.au/study/courses/the-griffith-graduate-teacher-4888EDN
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Professional Experience Office

Contacts for Preservice Teachers

Email: PST@griffith.edu.au
Email: educationconnect@griffith.edu.au
Email: studentconnect@griffith.edu.au

Contacts for School Coordinators and Supervising Teachers

Email: PEO@griffith.edu.au
Payment Email: PEO-payments@griffith.edu.au
Primary Schools: (07) 5552 7323 / (07) 55529782
Secondary Schools: (07) 373 55665 / (07) 55529784

General Information: <https://www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements>

IMPORTANT

Absences

Preservice Teachers are to attend 80 percent of the tutorials pre-and post-PEx in order to be permitted to commence the PEx and have the PEx result carry over. Students who do not meet the threshold attendance will be withdrawn from the PEx or will not have the result carried over.

Preservice Teachers are to attend 100 percent of allocated days in order to successfully complete each professional experience. All missed days **must** be made up.

All missed days must be approved for make up through Sonia and completed as agreed.

If there is a serious reason requiring absence from professional experience, that morning before school the Preservice Teacher is to contact:

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

- obtain a medical certificate or other documentary evidence if absent for more than one day (even if not consecutive)
- negotiate with the Supervising Teacher appropriate days to make up the absence
- complete and submit a '**Record of Absence/Make-Up Day**' form on Sonia for approval **prior** to the commencement of the make up day(s). If absent for a second or subsequent day, attach a medical certificate or other documentary evidence which substantiates the absence. Remember to provide a copy to the school.

More than one missed day will require a medical certificate or other documentary evidence whether or not these days occur consecutively during the professional experience.

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Essential information and forms relating to all professional experiences can be found in the *Professional Experience Guidelines*.

This document has been sent to all School Coordinators.

Preservice Teachers will find this document on SONIA and the PEO Learning@Griffith site.

Queensland Professional Experience Reporting Framework Resources (DET)

Professional Experience Checklist – Roles and responsibilities for professional experience

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-checklist.pdf>

Professional Experience Glossary – Key terms and acronyms

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-glossary.pdf>

Professional Experience Reflections – For completion at conclusion of each placement

<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-reflection.pdf>

BACHELOR OF EDUCATION

4888EDN The Griffith Graduate Teacher

The Griffith Graduate Teacher is a supervised professional experience in which preservice teachers plan, teach and assess student learning, and are assessed at the graduate stage Australian Professional Standards for Teachers (APST) as outlined in this handbook.

The professional experience is completed as a **6 week full-time block placement** during the period nominated in this Handbook.

The focus of this placement is on the preservice teacher's ability to plan, teach and assess student learning in a sequenced and organised way; to address the diverse learning needs of students in the classroom; to incorporate a range of evidence of student learning and progress into the teaching and learning cycle; and to demonstrate high levels of knowledge, communication, engagement and professionalism appropriate to the teaching profession.

Assessment is completed by the Supervising Teacher, School Coordinator and in consultation with Griffith University academic staff, using the interim report and Qld Professional Experience Reporting Framework (APST Graduate Stage), as provided by the School of Education and Professional Studies, Griffith University.

Professional experience details and dates

Trimester 1 Block placement	Please refer to the Professional Experience Calendar for dates
Placement arrangement	Primary - One Preservice Teacher per classroom/supervising teacher Secondary – One Preservice Teacher per supervising teacher/teaching area
Interim report	Friday of the third week of placement
Final report	Friday of the final week of placement

Attendance is fulltime with start/finish times to mirror those expected of all teaching staff in the placement school.

The 4888EDN professional experience requires the completion of 30 days supervised teaching in classrooms. Days missed due to illness or local holidays must be made-up and added onto the placement completion dates, with adjustments to reporting due dates made accordingly. Preservice Teachers are required to notify the Griffith Liaison/Course Convenor of absences via email as soon as the absences occur and apply for approval for make-up days through Sonia on return to the placement.

Overview of Course

Course Name:

The Griffith Graduate Teacher

Course code: 4888EDN

Course Aims:

The course aims to develop graduate teachers who:

- possess and can apply professional and disciplinary knowledge bases
- possess and can apply a range of literacies relevant to their professional roles
- exhibit the skills to create supportive and intellectually challenging learning environments to engage all learners
- understand and participate in relationships that characterise ethical professional practice within and beyond learning communities
- are committed to reflective practice and ongoing professional renewal
- have developed the attributes of effective written and oral communication, critical evaluation and ethical behaviour.

Course Assessment: Assessment comprises three key components, which together to provide evidence of achieving the Australian Professional Standards for Teachers (APST) at graduate career stage:

- Professional Experience Placement (Report)** – assessed by supervising teacher/s, site coordinators, in consultation with Griffith University academic staff. Assessed at APST graduate stage and reported using the Queensland Final Professional Experience Reporting Framework (all indicators relevant to the setting must be achieved at graduate stage or above graduate stage);
- The Graduate Teacher Performance Assessment Task (GTPA)** – assessed by Griffith University academic staff and course teaching team; preservice teacher completes this task after the professional experience placement, and draws from the placement to demonstrate how evidence of student learning and related data was used to inform planning, teaching, assessment, moderation and reflection practices during the placement.
- The Professional Learning Plan (PLP)** – assessed by Griffith University academic staff and course teaching team; preservice teacher completes part A of this task prior to commencing the PEx, and part B of the task on completion of the PEx. During the PEx the preservice teacher may need to collect context specific materials focused on addressing APST 4 Create and Maintain Safe and Supportive Learning Environments.

Duty of care

The Preservice Teacher and the Supervising Teacher have a legal 'Duty of Care' during the professional experience, which means they both have a professional and a moral obligation to look after those placed in their care. While a Preservice Teacher in this final practicum is given some responsibility for students in the class, it must be recognised that a Preservice Teacher is learning under the direction and supervision of the teacher with whom they are placed.

To this end, the Supervising Teacher is ultimately responsible for the safety of their school students.

Preservice Teachers are not yet 'registered teachers' nor employees of the school or department. Therefore, they cannot be required to supervise school 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 school employee. In the event that a Supervising Teacher is required to leave a classroom, it is recommended that arrangements be made with a neighbouring teacher to oversee the Preservice Teacher during that absence.

Professional experience recommended sequence and reporting milestones

	Key activities for Preservice Teacher	Recommended supervision approach	Key expectations
	<i>Participating in all supervising teacher's professional duties; timely and responsive action on the planning, teaching, reflection and feedback cycle as guided by supervising teacher.</i>	<i>Provision of timely guidance on planning and teaching requirements; written and verbal feedback; gradual release of responsibility offering clear guidance and modelling relevant to school and classroom contexts.</i>	<i>Sustained focus and discussion of the QPERF reporting requirements, explicit discussion and demonstration of APST at Graduate Stage</i>
Week 1	<ul style="list-style-type: none"> • conferencing and establishing expectations • planning of future series of lessons • professional behaviour – in personal presentation and interaction • teaching small segments (e.g. warm ups, marking homework, working with individuals and small groups, managing transitions) • 20% teaching load by end of week 1 	<ul style="list-style-type: none"> • highly structured • clearly directed • discussion following teacher modelling • interaction to determine needs and advice • negotiate the teaching load as appropriate to preservice teacher's demonstrated capabilities (to 20% teaching load by end of week 1) 	<ul style="list-style-type: none"> • Preservice Teacher understands expectations and teaching responsibilities for the six weeks and outlines these to supervising teacher • Supervising Teacher outlines teaching responsibilities and lesson planning focus for next 2/3 weeks • gradual induction to taking the class
Weeks 2 and 3	<ul style="list-style-type: none"> • effective lesson planning and delivery • consolidating classroom communication and management • work with Supervising Teacher in the daily operation of the classroom, plan, implement, self-reflect and assess individual lessons, and sequences of lessons • professional behaviour (e.g. personal presentation and interaction) • 40% teaching load by end of week 3 	<ul style="list-style-type: none"> • structured • clearly directed • detailed feedback on effectiveness of managing classes, planning, teaching, addressing diverse learning needs; • interaction to determine needs and advice • negotiate the teaching load as appropriate to preservice teacher's demonstrated capabilities (to 40% teaching load by end of week 3) 	<ul style="list-style-type: none"> • following week 2, no later than end of Week 3 INTERIM REPORT must be completed • at risk reports to be emailed to relevant PEO • completion of a professional learning plan by Preservice Teacher – in consultation with Supervising Teacher highlight APSTs in Final Report that need further attention/evidence to reach graduate stage

<p>Weeks 4 and 5</p>	<ul style="list-style-type: none"> • observation • effective lesson planning and delivery (single lessons and sequences of lessons) • consolidation of classroom communication and management • initiative in planning and delivery of learning experiences • awareness of students' needs • professional behaviour (e.g. personal presentation and interaction) • identify strengths and weaknesses to target during professional experience • Equivalent to 60% of a Beginning Teacher load by end of week 5 	<ul style="list-style-type: none"> • structured feedback • increasingly collaborative • interaction to determine needs and advice • negotiate the teaching load as appropriate to preservice teacher's demonstrated capabilities (Equivalent to 60% of a Beginning Teacher load by end of week 5) 	<ul style="list-style-type: none"> • as above • focused professional conversations and feedback on areas of strength and development • Highlight APSTs at graduate stage – what is required to reach these by week 6?
<p>Week 6</p>	<ul style="list-style-type: none"> • as above, working independently and effectively • effective lesson planning and delivery for sequences of lessons; • consolidation of classroom communication and management • initiative in planning and delivery of learning experiences • awareness of students' needs, use of student learning data; • professional behavior (e.g. personal presentation and interaction) identify strengths and weaknesses to target during professional experience 	<ul style="list-style-type: none"> • as above, providing opportunities for independent development and interaction • Preservice Teachers should be teaching as close to a full load as possible; building to teaching 4-5 full days in week 6 	<ul style="list-style-type: none"> • as above • prioritise activities to enable completion of the Qld Professional Experience Reporting Framework (QPERF) • meeting and discussion of achievement using QPERF – supervising teacher with site coordinator, preservice teacher and university liaison (if required) • Complete QPERF (Final report)

A guide to using the criteria for making judgements of Preservice Teachers: the final professional experience

- The School of Education and Professional Studies, Griffith University, values our school partnerships and emphasises that learning to become a teacher is a joint responsibility. The final phase placement provides the Preservice Teacher with the third teaching experience
- Griffith will support you with a visiting Griffith University Liaison
- We view the school placement as a continuation of the Preservice Teacher learning that has begun on campus. The following table is a brief overview of the learning continuum across the two sites this trimester using the five criteria from the report and showing the relationship with the Australian Professional Standards (APST).

Learning to become a teacher		
Criteria	University Site - the courses and academics	School Site - the school and supervisor/s
1. Planning and preparation of lessons APST 1,2, 3 and 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 learners and their diversity • advise on a range of lesson planning specific to curriculum areas • 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 school 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
2. Teaching skills 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 enable demonstration of specific strategies for curriculum areas • provide lectures and tutorials delivered by experienced teachers <p>(See course outline for further details)</p>	<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 • teach with the Preservice Teacher in early stage • provide feedback on all lessons – both oral and written (written feedback on most)
3. Communicating with students 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 • provide lectures and tutorials delivered by experienced teachers and visiting experts 	<ul style="list-style-type: none"> • explain specific school resources and policies • demonstrate effective communication strategies across a range of classes • teach with the Preservice Teacher in early stage
4. Demonstrating professional behaviour 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 • teach and model strategies for professional communication with members of the school community 	<ul style="list-style-type: none"> • discuss specific school expectations • guide and give feedback on expectations throughout the placement • share expectations of code of conduct and ethical behaviour • encourage and model professional communication with members of the school community
5. Demonstrating commitment to professional learning APST 6, 7	<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 Preservice Teacher is meeting the professional experience requirement • facilitate involvement of Preservice Teacher in activities in the wider school context

A guide to expectations of Supervising Teacher across the professional experience placement

Stage 1 Weeks 1, 2	Stage 2 Interim Report - Week 3	Stage 3 From Week 3	Stage 4 Last day of placement
<ul style="list-style-type: none"> Supervising Teacher models and discusses expectations that reflect the 5 criteria for this placement Supervising Teacher discusses observations made by Preservice Teacher Supervising Teacher gradually introduces the Preservice Teacher to the classroom, progressing from shared teaching segments to independent teaching of lessons Supervising Teacher provides written and verbal feedback on lessons delivered by Preservice Teacher. 	<ul style="list-style-type: none"> Supervising Teacher, in discussion with the Preservice Teacher, considers evidence to make a decision on progress to this point. Supervising Teacher, in discussion with the Preservice Teacher, develops an action plan for progression during the remaining weeks. If any of the indicators within the criteria are identified as a concern, the interim report is to be brought to the attention of the Griffith Liaison immediately and an At Risk Action Plan should be completed. Supervising Teacher continues to provide written and verbal feedback on lessons delivered by Preservice Teacher. 	<ul style="list-style-type: none"> Supervising Teacher provides increased teaching time for the Preservice Teacher Supervising Teacher continues to model all aspects of teaching and provide advice Preservice Teacher continues observation of Supervising Teacher Supervising Teacher continues to provide written and verbal feedback on lessons delivered by Preservice Teacher. 	<ul style="list-style-type: none"> All APSTs must be Satisfactory or above for the report to be Satisfactory overall Supervising Teacher and School Coordinator, in consultation with University Liaison consider evidence to make a decision on readiness of Preservice Teacher to progress to meet APST – graduate level.
<p><u>Out of classroom activities:</u></p> <p>It is expected that Preservice Teachers will participate in all aspects of school life as determined by the Supervising Teacher and School Coordinator. However, the expectations of participation should be within reasonable bounds. It is a legal requirement that Preservice Teachers must be supervised at all times (when interacting with students in or out of classrooms).</p> <p>Please ensure that where possible, the Preservice Teacher experiences (under supervision), the range of a teacher's responsibilities, classroom and beyond, such as:</p> <ul style="list-style-type: none"> playground supervision school meetings (staff; curriculum, parents/carers, teacher aides) professional development activities support staff (admin staff, teacher aides) school events 			

Assessment

Interim report

The interim report is a written report compiled by mid-point of the professional experience block. It focuses on the Preservice Teacher's progress to that point. It is suggested that the Supervising Teacher indicate the Preservice Teacher's 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 Interim Report Professional Learning Plan. An electronic version of the interim report will be emailed to School Coordinators for distribution to Supervising Teachers. After completion, the Preservice Teacher should retain a copy of the interim report, discuss it with the Supervising Teacher and University Liaison, keep it in their portfolio.

In the case of 'at risk' students, please refer to 'At Risk' section of Professional Experience Guidelines.

The Professional Learning Plan that follows the interim report is particularly important as this is the final practicum for students.

At risk

Note that any criterion marked 'Concern with Development' on the interim report should be taken as an indication for at risk status.

Refer to 'At Risk' and 'Code of Conduct' section of Professional Experience Guidelines.

Final report

The **final report** is completed by the end of the final week of the professional experience. The Supervising Teacher completes and discusses the final report with the Preservice Teacher at the end of the school experience. It is recommended that during the final two weeks of the practicum, the Supervising Teacher invite the School Coordinator and/or other colleagues to observe the Preservice Teacher to provide feedback to assist in the final decisions. While the University Liaison is continuously available for advice it is not expected, except in the case of serious concern, that a liaison would observe the Preservice Teacher. The Supervising Teacher, School Coordinator, University Liaison and Preservice Teacher sign the report.

If a below graduate level or developing towards graduate level has been given in any criteria, an overall result of 'unsatisfactory' is allocated, and the Preservice Teacher will be judged as not meeting APST graduate level. This will require that the Preservice Teacher seeks permission to repeat the final professional experience and related coursework at a later time. Any concerns regarding the reporting decisions should be communicated in the first instance with the school's assigned University Liaison or contact the Coordinator, Teacher Education and Professional Practice.

Any concerns over a final assessment, the University Liaison will contact the Professional Experience Office.

Report submission

The professional experience placement is a major component of the assessment requirements for this course.

As with all assessment tasks, it is the **Preservice Teacher's responsibility** to ensure that professional experience reports are submitted as directed by the course convenor by required dates, as follows:

- Interim reports in which Preservice Teachers are identified 'at risk', and related processes (once completed and signed) submitted at the point of interim reporting
- All final reports, once completed and signed, must be submitted within two working days of the final day of placement. Further details will be advised by the Professional Experience Office.

Appendix

- Checklist for professional experience folder
- Moderation
- Interim report guidelines for determining the level of achievement for each criterion
- Interim report
- Professional learning plan
- Final professional experience recommendations guidelines for determining level of achievement for each criterion
- Final professional experience recommendations.

Checklist for professional experience folders

This professional experience folder checklist is provided for Preservice Teachers and Supervising Teachers:

- as a quick check of what is required in the folder, and
- as a way to rate Preservice Teacher achievement in addressing the professional learning requirements.

Preservice Teacher: _____ School: _____

Supervising Teacher/University representative: _____ Year level: _____

Working folder			Comments or action required
Yes	No	Preservice Teacher's profile	
Yes	No	Professional experience requirements – to include handbook	
Yes	No	School information	
Yes	No	Classroom information and layout	
Yes	No	Unit plans; lesson plans - including lesson plan index. This should include any written Supervising Teacher feedback	
Yes	No	School student work samples collected	
Yes	No	Self-reflections	
Yes	No	Observations - including observation index (minimum of six))	
Resource collection			Comments or action required
Yes	No	Examples of school policies	
Yes	No	Behaviour management policy and resources	
Yes	No	Resources developed for this professional experience	
Yes	No	N/A Notes from PD/talks given by the school administration	

Preservice Teacher: _____ Date: _____

Supervising Teacher or University representative: _____ Date: _____

Comments:

Moderation

The Griffith Professional Experience Moderation (PEM) process consists of a number of strategies and milestones for every supervised professional experience, including the final one. Our process aims to be effective, fair and transparent, while not demanding excessive time from the school or the university personnel. To achieve this, it does require all participants in the process – school Supervising Teacher and Griffith Liaison staff as well as the Preservice Teacher to prepare for the professional experience 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 Professional Experience Guidelines and the relevant Professional Experience handbook. The process includes a number of steps, personnel and resources.

Step	Action	Resources	Personnel
1. Guideline Documents	<ul style="list-style-type: none"> Professional Experience Guidelines and handbooks relevant to the students' course in which the professional placement sits provided to the school Separate report forms will be sent electronically 	<ul style="list-style-type: none"> Professional Experience Guidelines Relevant course handbook Reports. 	<ul style="list-style-type: none"> Griffith University Professional Experience Course Convenor Professional Experience Office (PEO).
	<ul style="list-style-type: none"> School Coordinator is sent documents and disseminates same to supervising staff receives and becomes familiar with the requirements, reporting, and guidelines for determining the level of achievement for each criterion, found in the relevant course handbook 	<ul style="list-style-type: none"> Professional Experience Guidelines Relevant course handbook. 	<ul style="list-style-type: none"> School Coordinator Supervising Teacher.
2. University support during the practicum	<ul style="list-style-type: none"> Each school is provided with a Griffith Liaison This person is an experienced and registered teacher Each Supervising Teacher should be provided Griffith Liaison's name and contact details by the School Coordinator 	<ul style="list-style-type: none"> The Griffith Liaison will contact the school as soon as possible during week one. Professional Experience Guidelines Relevant course handbook. 	<ul style="list-style-type: none"> Griffith Liaison PEO.
3. MILESTONE MID POINT (a) School Visit by Griffith Liaison** (b) Complete Interim Report	<p>It is essential the Griffith Liaison visits the school to meet and speak with the School Coordinator, the Supervising Teacher and the Preservice Teacher. **</p> <ul style="list-style-type: none"> Frank and open feedback with the Preservice Teacher from the Supervising Teacher/School Coordinator regarding the completion of the criteria on the specific university course report should occur at least once a week and must occur at this point. 	<ul style="list-style-type: none"> Professional Experience Guidelines Relevant course handbook. 	<ul style="list-style-type: none"> Griffith Liaison School Coordinator Supervising Teacher Preservice Teacher.
	<p>An interim report must be completed by the Supervising Teacher with the support of the School Coordinator and the Griffith Liaison.</p> <ul style="list-style-type: none"> Judgement is to be made about the progress in relation to stage. If concerned, then a specific process is to be followed for that Preservice Teacher. With all Preservice Teachers, a Professional Learning Plan or Action Plan for the remainder of the professional experience should be written following discussions 	<ul style="list-style-type: none"> Professional Experience Guidelines Relevant course handbook The interim report for the specific course. 	<ul style="list-style-type: none"> Griffith Liaison School Coordinator Supervising Teacher.

Step	Action	Resources	Personnel
4. University support post interim stage.	<p>Griffith Liaison will continue to communicate through email to both the Supervising Teacher and the Preservice Teacher to monitor progress for remainder of the professional experience.</p> <ul style="list-style-type: none"> For at risk students, closer contact between the Griffith Liaison, Supervising Teacher and School Coordinator will occur Frank and open feedback with the Preservice Teacher 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"> Relevant course handbook. 	<ul style="list-style-type: none"> Griffith Liaison School Coordinator Supervising Teacher Preservice Teacher.
5. MILESTONE Final week: Making judgements with colleagues	<ul style="list-style-type: none"> It is essential for the Supervising Teacher to include the School Coordinator and/or a colleague to observe the Preservice Teacher This can occur throughout the professional experience and is encouraged but is not essential if all is going well. The Griffith Liaison will make contact to assist making judgements. If the Supervising Teacher wishes and where reasonable, the Griffith Liaison will visit again to observe and/or to meet in this week. 	<ul style="list-style-type: none"> The final report for the specific course. An electronic form is emailed to the School Coordinator Relevant handbook guide to making judgements. 	<ul style="list-style-type: none"> Griffith Liaison School Coordinator Supervising Teacher Preservice Teacher.
6. MILESTONE Final Report Final day	<ul style="list-style-type: none"> Honest and open feedback with the Preservice Teacher regarding the completion of the criteria on the report should occur based on the final week process of internal collaborative decision-making Griffith Liaison should be informed of the recommended result Signing by all required school personnel and Preservice Teacher should occur on the last day Due to time, in most cases, the Griffith Liaison will sign on Sonia. 	<ul style="list-style-type: none"> The final report for the specific course. School Coordinators and Supervising Teachers should complete the final report through Sonia online. 	<ul style="list-style-type: none"> Griffith Liaison School Coordinator Supervising Teacher Preservice Teacher.
7. Report Submitted	<p>The professional experience is an assessment item in a university course and program. Following the moderation process the recommended level of achievement is clearly marked and all required signatures are provided. The report is submitted by the students as directed in their course profile</p>	<ul style="list-style-type: none"> Relevant course profile. 	<ul style="list-style-type: none"> Preservice Teacher Course Convenor PEO.

** Step 4 for rural placements: this will be by phone, Skype or similar video communication. It may be that Griffith will have a visiting Griffith Liaison in the district who will visit, but this is not always possible.

Interim report guidelines for determining the level of achievement for each criterion

To be completed at the mid-point of the placement

Criteria	Concern with development	Progressing satisfactorily
1. Planning Effectively – Preparation for teaching	<p>Evidence in planning of:</p> <ul style="list-style-type: none"> • little or no knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning • little or no knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds • little or no application of knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities • poor organisation of content into an effective learning and teaching sequence • little knowledge of curriculum, assessment and reporting principles in design of learning sequences and lesson plans • little or no knowledge of literacy and numeracy teaching strategies and their application in teaching areas • learning goals set are inappropriate in providing achievable challenges for students of varying abilities and characteristics • planned lesson sequences do not show knowledge of student learning, content and effective teaching strategies • little or no knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability (if assessable in the school context) • frequent or unacceptable language, literacy and numeracy errors in planning documents. 	<p>Evidence in planning of:</p> <ul style="list-style-type: none"> • developing knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning • developing knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds • developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities • organisation of content into an effective learning and teaching sequence • emerging curriculum, assessment and reporting knowledge to design learning sequences and lesson plans • developing knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas • setting learning goals that provide achievable challenges for students of varying abilities and characteristics • planned lesson sequences using knowledge of student learning, content and effective teaching strategies • broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability (if assessable in the school context) • minimal language, literacy and numeracy errors in planning documents.

Criteria	Concern with development	Progressing satisfactorily
2. Teaching Effectively – Enactment of teaching	<p>Evidence in teaching of:</p> <ul style="list-style-type: none"> • little or no knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area • limited or no use of teaching strategies for using ICT to expand curriculum learning opportunities for students • few or limited range of teaching strategies • little or no knowledge of a range of resources, including ICT, that engage students in their learning • limited or inappropriate range of verbal and non-verbal communication strategies to support student engagement • limited or no knowledge of strategies that can be used to evaluate teaching programs to improve student learning • limited or inactive in seeking and applying constructive feedback from supervisors and teachers to improve teaching practices. <p><i>And, if assessable in the placement setting:</i></p> <ul style="list-style-type: none"> • limited or no knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds • limited or no knowledge of, and understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages • limited or no range of strategies for involving parents/carers in the educative process. 	<p>Evidence in teaching of:</p> <ul style="list-style-type: none"> • developing knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area • teaching strategies for using ICT to expand curriculum learning opportunities for students • a range of teaching strategies • developing knowledge of a range of resources, including ICT, that engage students in their learning • a range of verbal and non-verbal communication strategies to support student engagement • broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning • actively sourcing and application of constructive feedback from supervisors and teachers to improve teaching practices. <p><i>And, if assessable in the placement setting:</i></p> <ul style="list-style-type: none"> • broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds • broad knowledge of, and understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages • broad range of strategies for involving parents/carers in the educative process.
3. Managing Effectively – Create safe and supportive learning environments	<p>Evidence in planning and classroom management practices of:</p> <ul style="list-style-type: none"> • limited or no strategies to support student participation and engagement in classroom activities • limited capacity to organise classroom activities and provide clear directions • little or no knowledge of practical approaches to manage challenging behaviour. 	<p>Evidence in planning and classroom management practices of:</p> <ul style="list-style-type: none"> • strategies to support student participation and engagement in classroom activities • capacity to organise classroom activities and provide clear directions. • developing knowledge of practical approaches to manage challenging behaviour.

Criteria	Concern with development	Progressing satisfactorily
4. Assessing and Recording Learning	<p>Evidence in planning, documentation and discussion of practice of:</p> <ul style="list-style-type: none"> • limited or no understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning • limited or no understanding of the purpose of providing timely and appropriate feedback to students about their learning • limited or no understanding of assessment moderation and its application to support consistent and comparable judgements of student learning • limited or no capacity to interpret student assessment data to evaluate student learning and modify teaching practice • limited or no understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. 	<p>Evidence in planning, documentation and discussion of practice of:</p> <ul style="list-style-type: none"> • developing understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning • developing understanding of the purpose of providing timely and appropriate feedback to students about their learning • developing understanding of assessment moderation and its application to support consistent and comparable judgements of student learning • developing capacity to interpret student assessment data to evaluate student learning and modify teaching practice • developing understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
5. Professional Conduct	<p>Evidence in conduct and approach to all interactions and activities within the school setting of:</p> <ul style="list-style-type: none"> • limited or no knowledge and use of strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements • limited or no understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching • limited or no understanding and application of the key principles described in codes of ethics and conduct for the teaching profession • limited or no understanding the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage • limited or no understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice • limited or no understanding of strategies for working effectively, sensitively and confidentially with parents/carers (if assessable in the school context). 	<p>Evidence in conduct and approach to all interactions and activities within the school setting of:</p> <ul style="list-style-type: none"> • knowledge and use of strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements • demonstrated understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching • understanding and application of the key principles described in codes of ethics and conduct for the teaching profession • developing understanding the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage • developing understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice • developing understanding of strategies for working effectively, sensitively and confidentially with parents/carers (if assessable in the school context).

PROFESSIONAL EXPERIENCE

**4888EDN The Griffith Graduate Teacher School of
Education and Professional Studies 2022**

Interim report

Format example only: Please do not use this report. Use the electronic report sent out to School Coordinators.

Preservice Teacher _____ **Student ID** _____

School _____
Year Level or _____
Teaching Area _____

This report indicates your recommended assessment the Preservice Teacher's achievement at one of the following standards:

- Concern with development
- Progressing satisfactorily

This is the final professional placement for the preservice student you are mentoring. This interim report is to provide feedback to the Preservice Teacher at the mid-way point of this final placement. As this placement is the final practicum before the students graduate, it is essential that they receive specific feedback to assist their demonstration of evidence on all criteria by the final report. Where there are concerns, the Preservice Teacher must be given clear actions to be followed that are required for improvement. See *Professional Learning Plan and Preservice Teacher At Risk Action Plan in Professional Experience Guidelines*.

Result for Interim Report - Formative		
Concern with development		Progressing satisfactorily
<input type="radio"/>		<input type="radio"/>
At risk Action Plan required		Satisfactory

Supervising Teacher _____
Print name _____ *Signature* _____ *Date* _____

School Coordinator _____
Print name _____ *Signature* _____ *Date* _____

Preservice Teacher _____
Print name _____ *Signature* _____ *Date* _____

University Liaison _____
Print name _____ *Signature* _____ *Date* _____

University Liaison signature required if at risk.

If a Preservice Teacher receives a "Concern with Development" in any criteria, they are **at risk**. See procedures for each campus. Distribution once signed: Original to Preservice Teacher; if at risk, email or fax to relevant Professional Experience Office (PEO).

1. PLANNING EFFECTIVELY – Preparation for teaching		
Examples of evidence Artefacts that have been modified by the Preservice Teacher to suit the needs of the class such as: <ul style="list-style-type: none"> • Unit/lesson plans and resources • School and system documents. Documented feedback and evaluation of planning that reflects: <ul style="list-style-type: none"> • Curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies • The Preservice Teacher's written reflections. 		
	Concerns w/ development	Progressing satisfactorily
i Developing knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>
ii Developing knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>
iii Developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>
iv Organisation of content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>
v Emerging curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>
vi Developing knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>
vii Setting learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>
viii Planned lesson sequences using knowledge of student learning, content and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>
ix Broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability (if assessable in the school context).	<input type="checkbox"/>	<input type="checkbox"/>
x Minimal language, literacy and numeracy errors in planning documents.	<input type="checkbox"/>	<input type="checkbox"/>

2. TEACHING EFFECTIVELY – Enactment of teaching		
Examples of evidence <ul style="list-style-type: none"> Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre-and post-tests, and annotated samples of student work A Supervising Teacher's observation notes, including comments on range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies The Preservice Teacher's reflections and application of Supervising Teacher feedback. 		
	Concerns w/ development	Progressing satisfactorily
i Developing knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>
ii Teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>
iii A range of teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>
iv Developing knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>
v A range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>
vi Broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>
vii Actively sourcing and application of constructive feedback from supervisors and teachers to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>
<i>And, if assessable in the placement setting:</i>		
viii Broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>
ix Broad knowledge of, and understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>
x Broad range of strategies for involving parents/carers in the educative process.	<input type="checkbox"/>	<input type="checkbox"/>
Development comment, if applicable:		

3. MANAGING EFFECTIVELY – Create safe and supportive learning environments		
Examples of evidence <ul style="list-style-type: none"> Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plan and individual student behaviour plans A Supervising Teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement Documented reflections and record of professional conversations The Preservice Teacher's written reflections and application of Supervising Teacher feedback. 		
	Concerns w/ development	Progressing satisfactorily
i Strategies to support student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>
ii Capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>
iii Developing knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>

4. ASSESSING AND RECORDING LEARNING

Examples of evidence

- Artefacts such as assessment tasks and instructions, tests, guides to making judgements, written feedback to students, evidence of student learning including pre- and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses or work and lesson plans
- A Supervising Teacher's observation notes including comments on formal and informal feedback, questioning techniques and assessment
- The Preservice Teacher's written reflections and application of Supervising Teacher feedback
- Data gathering tools, such as checklists, developed or adapted by Preservice Teacher.

		Concerns w/ development	Progressing satisfactorily
i	Developing understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>
ii	Developing understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="checkbox"/>	<input type="checkbox"/>
iii	Developing understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input type="checkbox"/>	<input type="checkbox"/>
iv	Developing capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>
v	Developing understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<input type="checkbox"/>	<input type="checkbox"/>

5. PROFESSIONAL CONDUCT

Examples of evidence

- Artefacts such as annotated school and system policies and procedures and communication with parents/carers
- A Supervising Teacher's observations including comments on understanding and adherence to legislative requirements
- Documentation of participation in school activities including duties, staff meetings and professional development
- Professionalism including punctuality, dress and interpersonal communication
- Demonstration of engagement with school staff and external professionals.

		Concerns w/ development	Progressing satisfactorily
i	Knowledge and use of strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>
ii	Demonstrated understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>
iii	Understanding and application of the key principles described in codes of ethics and conduct for the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>
iv	Developing understanding the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>
v	Developing understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<input type="checkbox"/>	<input type="checkbox"/>
vi	Developing understanding of strategies for working effectively, sensitively and confidentially with parents/carers (if assessable in the school context).	<input type="checkbox"/>	<input type="checkbox"/>

Supervising Teacher's comments:

Example
only

Professional learning plan

All Preservice Teachers are to complete a professional learning plan at the mid-point of the professional experience. If a Preservice Teacher is deemed at risk, complete this plan in addition to the more detailed 'At Risk Action Plan' found in the *Professional Experience Guidelines* and email or fax to the relevant Professional Experience Office.

Date _____

Preservice Teacher _____

Supervising Teacher/class _____

Purpose: Immediate strategies to assist improvement – by the end of the second last week of placement

Criteria	Preservice Teacher to complete	Timeframe and evidence of the completion of the action plan
Planning and preparation of lessons		
Teaching skills – (as delivered in the classroom)		
Communicating with students – (managing for learning)		
Demonstrating professional behaviour		
Demonstrating commitment to professional learning		
Supervising Teacher optional comments:		

Final professional experience recommendations guidelines for determining level of achievement for each criterion

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
1. PLANNING EFFECTIVELY				
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.	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.
APST 1.3 APST 2.2 APST 2.3 APST 3.2	Does not yet demonstrate an ability to think independently of the Supervising Teacher 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 Supervising Teacher for the selection of strategies and resources for lessons. Limited knowledge of content and curriculum relevant to the year levels for this placement.	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.
APST 2.2	The Preservice Teacher has presented written planning below the standard of someone entering their final professional experience.	Some ability in written planning of lesson sequences with some guidance needed.	Sound ability in written planning of lesson sequences.	Ability to consistently organise content into an effective learning and teaching sequence.
APST 3.2	Many language, literacy and numeracy errors in planning documents.	Language, literacy and numeracy errors in planning documents need attention.	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.
Depending on school context APST 1.6	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.	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.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
2. TEACHING EFFECTIVELY				
APST 2.1 APST 2.6	Considerable support provided by Supervising Teacher in order for the Preservice Teacher 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.	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.
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 Supervising Teacher feedback.	While responding to Supervising Teacher feedback limited success in responding to the needs of learners during the delivery of lessons.	Incorporates Supervising Teacher's feedback successfully. Ability to change teaching strategies in response to learners' needs.	Demonstrates initiative in responding to feedback from Supervising Teacher. Consistently identifies and applies a wide range of appropriate transition strategies to enhance teaching.
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.	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.
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 Supervising Teacher's feedback, and at a basic level improvements are evident.	Strong ability to apply advice from Supervising Teacher into improved teaching strategies.
Depending on school context APST 1.4	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.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
2. TEACHING EFFECTIVELY				
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 6.3	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.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
3. MANAGING EFFECTIVELY				
APST 4.1	Is not demonstrating strategies to correct misbehaviour.	Limited ability to use effective behavioural strategies.	Has developed an effective personal repertoire of effective strategies to correct most student misbehaviour.	Demonstrates capacity to respond effectively to unplanned classroom situations.
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.	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.
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.	Confident in managing student behaviour and keen to improve strategies in this area.	Consistently uses a wide range of effective behavioural strategies.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
4. ASSESSING AND RECORDING LEARNING				
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 appropriate to year level.	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 school. Has demonstrated inefficiencies in relation to keeping accurate student assessment information.	Has asked about school 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 school and demonstrated capacity to keep accurate student assessment records.	Has collected and assisted in reporting strategies followed by the school as well as demonstrating responsibility for keeping accurate student assessment accurate records.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
5. PROFESSIONAL CONDUCT				
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 school 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 school and for particular teaching topics, including field trips outside of school 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 school 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 school 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 Supervising Teacher/site coordinator 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 school community.	When the opportunity was provided the Preservice Teacher has given limited time to observing or working alongside the administrator /Supervising Teacher with parents or carers. Limited time given to opportunities provided to work with members of the school community.	When the opportunity was provided, the Preservice Teacher has responded positively to observing or working alongside the administrator /Supervising Teacher with parents or carers. Has shown a willingness to work with members of the school community.	Actively seeks out opportunities to observe or work alongside the administrator/Supervising Teacher with parents or carers and to work with members of the school community.
Depending on school context APST 7.4	Does not attend professional development opportunities to broaden professional knowledge and practice.	Occasional attendance at professional development opportunities to broaden professional 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.

Final professional experience recommendations

Use the electronic report sent to School Coordinators.