2999EDN Managing Learning

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/managing-learning-2999EDN
	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 Students who do not meet the threshold attendance will be withdrawn from the PEx or will not have the result carried over.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.

CONTENTS

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.

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

Professional experience details and dates

Placement	15 days
Placement arrangement	One preservice teacher per classroom
Duration	15 days Monday – Friday over a 3 week block
Interim Report	Wednesday of the second week or on the 8th day of the placement
Final Report	Friday of the last week or on the 15th day of the placement

PEx Attendance

The 2999EDN PEx requires the completion of 15 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 their School Coordinator and Griffith Liaison of absences days as soon as they occur and make-up must be approved by the Griffith Liaison. **Attendance is fulltime with start/finish times to mirror those expected of all teaching staff in the placement school.**

Preservice teachers should not plan holidays immediately after the PEx block so that any missed days (due to illness or personal circumstances) can be completed after the timetabled placement period. This is to fulfil the requirements of the program, teacher registration and accreditation on completion of the program.

Course Work Component

The course work component is conducted via blended learning mode across the trimester prior to, and after the block placement period. Activities comprise weekly lectures and weekly tutorials and associated learning activities.

To pass this course students must meet the thresholds of (i) 80% Attendance of tutorials and (ii) 100% Engagement with all course materials, across the course pre- and post-Professional Experience 9practicum), plus achieve a (iii) Satisfactory Final Report for the practicum and a (iv) Satisfactory for all course assignments. Students not meeting the Attendance and Engagement thresholds before Professional Experience will not be eligible to commence placement.

Further Information

The PEO starts to arrange PEx placements months ahead of the scheduled date. Ensure your details are up to date on SONIA, including your living and travel situation.
If you have a personal situation or a health situation that may impact your attendance at PEx, please contact your Course Convenor asap.

Students cannot be enrolled in courses which have lectures, tutorials or assessment over the PEx placement period. Contact a program support officer on educationconnect@griffith.edu.au for program advice.

Please note that course work assignments cannot be due during PEx block placements. Assignment extensions for written tasks cannot be provided for due dates which fall during your PEx, you must complete any written assignments prior to going on PEx. Any assignment extensions (for any course) that would fall on a date during PEx may mean a delay to the commencement of your PEx. Please contact the respective Course Convenor for further details.

Overview of course

Course Name: Managing Learning

Course code: 2999EDN

Professional Experience Summary – 2999EDN Early Stage Placement

This is a 15 day supervised placement in schools. Griffith provides University Liaisons to support School Coordinators, Supervising Teachers and Preservice Teachers during the placement.

As this is an early stage professional experience for Preservice Teachers in the undergraduate program, Preservice Teachers are to be assessed in the final report for early stage learning. Successful completion at a 'progressing satisfactorily' level is required for Preservice Teachers to continue onto the next professional experience placement (Middle Stage of Learning) in the following year.

With the combination of on campus and in school learning components, this course aims to develop the professional knowledge and abilities **appropriate to the early stage of learning to become a *teacher***. By the end of this professional experience Preservice Teachers are, with guidance:

- planning and implementing single lessons using knowledge and evidence of student learning, content, and effective teaching strategies, and are able to apply a range of literacies relevant to their professional roles
- demonstrating knowledge of practical approaches to managing behaviour
- understanding and participating in relationships that characterise ethical professional practice within the relevant learning communities
- understanding relevant legislative and organizational policies and processes required of teachers to support student wellbeing and safety
- becoming familiar with and applying some strategies to develop relationships with children and their families that support positive home/school partnerships.

The learning process will involve a combination of structured observation, teaching practice, collaborative critical conversations, and sustained reflection. This placement involves bringing together the knowledge and experience from all courses completed in the first 18 months of the undergraduate program. The report is guided by the Australian Professional Standards for Teachers at Graduate Career Stage.

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.

Overview of professional experiences

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Bachelor Program, three stages of Learning to Become a Teacher have been identified in the planned program. Griffith refers to these as:

- Early Stage
- Middle Stage
- Final Stage

We ask that Supervising Teachers acknowledge the stage of learning of the Preservice Teachers they supervise. The guidance and reports provided here have been carefully designed to reflect the expectation of Preservice Teacher achievement at that stage.

Across the Bachelor program all Preservice Teachers must complete a total of 80 supervised days. These days are distributed across three supervised teaching placements and ten days of supervised observation-focused placement in schools undertaken alongside coursework on campus and on-line. Each professional experience placement represents a milestone in Preservice Teacher learning and progress through the program.

Professional experience recommended sequence and reporting milestones

	Teaching, Reflections and Observations	Other Requirements
Week 1	- Observation and acquisition of knowledge about the learners - Planning begins - Teaching of 2 planned lessons - Focus is on planning individual lessons. - In week one a lighter teaching load as the preservice teacher becomes acquainted with classes and plans lessons for the following weeks.	- The Supervising Teacher is modelling practices and checking planning - The Preservice Teacher is becoming familiar classroom management techniques used by the Supervising Teacher in terms of ensuring a safe and supportive learning environment. - Supervising teacher provides written and verbal feedback on lessons delivered by preservice teacher. - Preservice teacher always has an experienced teacher in the classroom and in any teaching duties during the professional experience. - University liaison will be in contact and will visit to meet with supervising teacher and preservice teacher.
Week 2	- Planning and observation continues and teaching increases - During beginning of week two, preservice teacher should be planning and delivering lessons for classes allocated. - Preservice Teacher should be planning and teaching 4 lesson (minimum) that have been checked prior to teaching – with highly structured supervision. Preservice Teachers can do more, including help with group work or transitions. - Preservice teacher should be capable of teaching a lesson with minimum intervention from the supervising teacher. - Supervising teacher continues to observe and provide feedback regularly/daily. - Preservice teacher takes increasing initiative for design of lessons/sequences of lessons– but supervising teacher should see all planning prior to delivery. - The preservice teacher should be capable of delivering lessons independently.	- On day 2 of this component **Interim Report should be discussed between the Supervising Teacher and Preservice Teacher** - Supervising Teacher continues modelling practices and checking planning - Supervising Teacher provides written feedback as much as possible. - Supervising teacher invites the school coordinator or other colleague to observe the preservice teacher during week two or three. - Interim report will be completed no later than end of week two. - Supervising teacher, in discussion with the preservice teacher, develops an action plan for progression during the remaining weeks.

Week 3	- Preservice Teacher should be planning and teaching 5 lesson (minimum) that have been checked prior to teaching with a focus on using a range of teaching strategies to include all students. - The preservice teacher should be capable of managing behaviour of students with increasing competence - this will depend on specific classroom and school contexts so judgement of the supervising teacher is important here. - Supervising teacher invites the school coordinator or other colleague to observe the preservice teacher during week two or three. - University liaison will be in contact but will visit only if problems of progress are occurring for the supervising teacher or preservice teacher or both. - Preservice teacher should be demonstrating full commitment to teacher duties –where relevant and invited to do so.Preservice Teacher Teaching and Final Report	- Involving more Preservice Teacher autonomy – with Supervising Teacher providing comprehensive written feedback and clear directions of expectations - Emphasis should include: using a range of teaching strategies to include all students - Providing feedback to students on their learning, using effective classroom communication. - Supervising teacher and school coordinator, in consultation with university liaison, consider evidence collected over the professional experience – in particular since the interim to make a decision on suitability of the student to meet the 'Satisfactory' level. - It is important that the preservice teacher is aware of any issues leading up to this final report. - The preservice teacher must sign this report. - The university liaison must be informed if problems are foreseen in completion of the report. - As it does for all assessment tasks, the university requires moderation of all professional experience reports prior to final award of result. This is done once reports are in and involves: course convenor and relevant university liaison or tutors.
Out of classroom activities	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). Please ensure that, where possible, the preservice teacher experiences (under supervision), the range of a teacher's responsibilities, classroom and beyond, such as: - playground supervision - school meetings (staff; curriculum; parents/carers; teacher aides) - professional development activities - support staff (admin staff, teacher aides) school events.	

Lessons in this context are considered to be between 30-40 minutes. If you are at a school that does 60-70 min lessons, in the final week it is acceptable for you to teach 3 x 70 min lessons (210 mins) which is more than someone teaching 5 x 40 minute lessons (200 mins) but the Preservice Teacher is encouraged to take the opportunity to do as much teaching as they can and teach to the full 70 mins and as many times as the teacher will allow. This teaching must be in the Junior years - you are not to teach senior classes.

A guide to using the criteria for making judgements of Preservice Teachers

- 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 Early Stage placement provides the preservice teacher with the early stage of their learning experience to become a teacher.
- 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*	• 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	• 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*	• 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 (See course profile for further details)	• 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*	• 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	• 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*	• 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	• 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*	• teach skills for observation and reflection on knowledge and professional practice • provide some exemplar formats to assist reflection • encourage student membership with professional associations	• 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

Classroom observations

Whenever teachers make pedagogical decisions, they use skills and knowledge in the areas of:

- curriculum
- planning and assessment (including use of evidence of student learning)
- selection of resources
- teaching strategies/approaches
- developing interpersonal relationships
- managing student behaviour and the classroom environment.

When you are observing a teacher some of these will be very evident. Aspects that are less likely to be obvious to the Preservice Teacher are the planning and assessment components (including the kinds of data on student learning used to inform these) and you may need to ask the Supervising Teacher to explain these. Where necessary, discuss with the Supervising Teacher. There are some observation proformas you might find useful, provided on the course site at Learning@Griffith. However, you should also be guided by your school.

Self-reflection

Self-reflection is essential to ongoing development as a teacher. Preservice Teachers will learn from what works well and from what doesn't work, if time is taken to critically reflect. Preservice Teachers should use focussed observation and feedback templates; examples are provided in the course. Preservice Teachers and Supervising Teachers should regularly engage in conversations for verbal reflections.

Assessment

Interim report

The interim report is an online 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 online version of the interim report will be available to Supervising Teacher to complete. 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 and upload to Sonia.

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 informs the ongoing professional learning and development of the Preservice Teacher and should provide guidance for demonstrating achievement of EACH elaboration in the final report required to pass the professional experience.

At risk

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

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

The **final report** is completed by the end of the final week of the professional experience and signed on the last and final day of placement (including any make-up days). 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 professional experience, 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.

It is recommended that to gain an overall satisfactory level report, the Preservice Teachers would receive a 'Satisfactory' result in EACH elaboration in the final report to pass the professional experience.

If an '*Unsatisfactory*' level has been given in any criteria, it is essential that a comment is provided to give the context. Any concerns regarding the reporting decisions should be communicated in the first instance with the school's assigned University Liaison.

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 and Professional Experience Office 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,

the Final Report once completed and signed (via SONIA online) within three working days of the final day of placement. Further details will be advised by the Professional Experience Office and on the L@G course site.

Professional levels of literacy/numeracy

There is an expectation that the Preservice Teacher demonstrates personal competence of literacy and numeracy.

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 report

Griffith UNIVERSITY

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 University 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	• 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.	• Professional Experience Guidelines (Guidelines) • Relevant course handbook • Reports.	• Griffith University Professional Experience Course Convenor • Professional Experience Office (PEO).
	• 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.	• Guidelines • Relevant course handbook.	• School Coordinator • Supervising Teacher.
2. University support during the practicum	• Each school is provided with a Griffith University Liaison • This person is an experienced and registered teacher • Each Supervising Teacher should be provided liaison's name and contact details by the School Coordinator.	• The University Liaison will contact the school as soon as possible during week one.	• University Liaison • PEO.
3. MILESTONE MID POINT (a) School Visit by Liaison** (b) Complete Interim Report	It is essential the liaison visits the school to meet and speak with the School Coordinator, the Supervising Teacher and the Preservice Teacher. ** • 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 and must occur at this point.	• Guidelines • Relevant course handbook.	• University Liaison • School Coordinator • Supervising Teacher • Preservice Teacher.
	An interim report must be completed by the Supervising Teacher with the support of the School Coordinator and the liaison. • 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.	• Guidelines • Relevant course handbook • The interim report for the specific course. An electronic form is emailed to the School Coordinator.	• University Liaison • School Coordinator • Supervising Teacher.

Step	Action	Resources	Personnel
4. **University support post interim stage.**	University 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. • For at risk students, closer contact between the 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.	• Relevant course handbook.	• University Liaison • School Coordinator • Supervising Teacher • Preservice Teacher.
5. **MILESTONE Final week:** **Making judgements with colleagues**	• 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 • The liaison will make contact to assist making judgements. If the Supervising Teacher wishes and where reasonable, the liaison will visit again to observe and/or to meet in this week.	• The final report for the specific course. An electronic form is emailed to the School Coordinator • Relevant handbook guide to making judgements.	• University Liaison • School Coordinator • Supervising Teacher • Preservice Teacher.
6. **MILESTONE** **Final Report** **Final day**	• 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 • Assessment of preservice teachers will influence their progression to the next professional experience • 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 University Liaison will sign when	• The final report for the specific course. An electronic form has been emailed to the School Coordinator.	• University Liaison • School Coordinator • Supervising Teacher • Preservice Teacher.
7. **Report Submitted**	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.	• Relevant course profile.	• 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 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	**Evidence in planning of:** • 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.	**Evidence in planning of:** • 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	**Evidence in teaching of:** • 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. *And, if assessable in the placement setting:* • 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.	**Evidence in teaching of:** • 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. *And, if assessable in the placement setting:* • 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	**Evidence in planning and classroom management practices of:** • 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.	**Evidence in planning and classroom management practices of:** • 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	**Evidence in planning, documentation and discussion of practice of:** • 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.	**Evidence in planning, documentation and discussion of practice of:** • 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	**Evidence in conduct and approach to all interactions and activities within the school setting of:** • 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).	**Evidence in conduct and approach to all interactions and activities within the school setting of:** • 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).

Interim report

Professional Experience
2999EDN Managing Learning
School of Education and Professional Studies

Interim Report

Preservice Teacher Name:	✎ *
Student Number:	✎ *

School Name:	✎ *
Supervising Teacher:	✎ *
Year Level:	✎ *
Professional Experience Dates:	✎ *

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

- Concerns with development
- Progressing satisfactorily

This is the interim report for the preservice teacher provided by supervising/mentor teachers in consultation with the school coordinator, and university liaison where needed. This report is to provide feedback to the preservice teacher at the mid-way point of this placement. As this placement informs the preservice teacher's learning during and after the placement, it is essential that supervising teacher provides specific feedback to assist the preservice teacher in their progress towards demonstration of evidence on all criteria required for the final report.

Where there are concerns, the Preservice Teacher must be given clear directions and actions to be followed that are required for improvement. See *Professional Learning Plan* and *At Risk Action Plan* in the *Professional Experience Guidelines*.

Section 1 Planning effectively - preparation for teaching	Level
Developing knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Developing knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Organising content into an effective learning and teaching sequence.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Using knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Incorporating knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Setting learning goals that provide achievable challenges for students of varying abilities and characteristics.	○ Progressing satisfactorily ○ Concerns with development ✎ *

Section 2 Teaching effectively – enactment of teaching	Level
Demonstrating knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Beginning to include a range of teaching strategies.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Demonstrating a range of verbal and non-verbal communication strategies to support student engagement.	○ Progressing satisfactorily ○ Concerns with development ✎ *
In collaboration with Supervising Teacher, able to evaluate teaching to improve student learning.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices.	○ Progressing satisfactorily ○ Concerns with development ✎

Section 3 Managing effectively – create safe and supportive learning	Level
Identifying strategies to support inclusive student participation and engagement in classroom activities.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Demonstrating the capacity to organise classroom activities and provide clear directions.	○ Progressing satisfactorily ○ Concerns with development ✎ *
Demonstrating knowledge of practical approaches to manage challenging behaviour.	○ Progressing satisfactorily ○ Concerns with development ✎ *
NB: Becoming familiar with issues and protocols around communicating with parents (standard 7) will be a criterion on the final report in the final year and so it would be valuable for the supervisor to provide advice and information on this in these early stages. No assessment required.	N/A

16

Section 4 Assessing and recording learning	Level
Demonstrating an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	○ Progressing satisfactorily ○ Concerns with development
Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	○ Progressing satisfactorily ○ Concerns with development

Section 5 Professional conduct	Level
Developing awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	○ Progressing satisfactorily ○ Concerns with development
Developing an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	○ Progressing satisfactorily ○ Concerns with development
Applying the key principles described in codes of ethics and conduct for the teaching profession.	○ Progressing satisfactorily ○ Concerns with development
Understanding is evident of the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	○ Progressing satisfactorily ○ Concerns with development

Comments

Interim Result If any criteria is deemed "Concerns with development" the Preservice Teacher must be me marked as "Concerns with development - At Risk Action Plan required"		
Student Number	**Name**	**Result for Interim Report - Formative**
		○ Progressing satisfactorily ○ Concerns with development - At Risk Action Plan required

Is an Action Plan required for this student?
☐ ✎

Please enter your name and date in the appropriate section below to complete this report.

Supervising Teacher Name	Date

Supervising Teacher Name (complete only if shared supervision of Preservice Teacher)	Date

By submitting this form you confirm all criteria have been assessed above where required.
Save Draft | SUBMIT / ELECTRONICALLY SIGN (Supervising Teacher)

School Coordinator Name	Date

By submitting this form you confirm all criteria have been assessed above where required.
Save Draft | SUBMIT / ELECTRONICALLY SIGN (School Coordinator)

Preservice Teacher Name	Date

Preservice Teacher Acknowledgement
I have discussed the results of this report with my Supervising Teacher Y/N
○Yes ○No ✎ *

Save Draft | SUBMIT / ELECTRONICALLY SIGN (Preservice Teacher)

University Liaison Name	Date

By submitting this form you confirm the report is completed and ready for submission by the Preservice Teacher.
Save Draft | SUBMIT / ELECTRONICALLY SIGN (University Liaison)

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 Report guidelines

For determining level of achievement for each criterion relevant for early stage professional experience

Criteria	Unsatisfactory (U)	Satisfactory (S)	Above satisfactory (A)
Section 1 – Planning effectively – preparation for teaching	Planning indicates very little knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Planning usually indicates knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Planning consistently indicates knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
	Planning indicates very little knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic Backgrounds.	Planning usually indicates knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic Backgrounds.	Planning consistently indicates knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic Backgrounds.
	Planning indicates very little knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Planning usually indicates knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Planning consistently indicates knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
	Does not organise content into an effective learning and teaching sequence.	Usually organises content into an effective learning and teaching sequence.	Consistently organises content into highly effective learning and teaching sequence.
	Seldom indicates knowledge of curriculum, assessment and reporting knowledge, if any, to design learning sequences and lesson plans.	Using developing knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Indicates sound knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
	Seldom incorporates knowledge and understanding, if any, of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	Generally incorporates sound knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	Incorporates solid knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.
	Seldom sets learning goals that provide achievable challenges for students of varying abilities and characteristics.	Generally sets learning goals that provide achievable challenges for students of varying abilities and characteristics.	Consistently sets high level learning goals that provide achievable challenges for students of varying abilities and characteristics.
Section 2 – Teaching effectively – enactment of teaching	Inability to demonstrate knowledge and understanding of concepts substance and structure of the content and teaching strategies of the teaching area.	Regularly demonstrates knowledge and understanding of concepts, substance and structure of the content and teaching strategies of the teaching area.	Consistently demonstrating knowledge and understanding of concepts, substance and structure of the content and teaching strategies of the teaching area.
	Does not use different teaching strategies.	Sound ability to incorporate a range of teaching strategies.	Strong ability to incorporate a wide range of teaching strategies.
	Does not incorporate a range of resources, including ICT, that engage students in their learning.	Regularly incorporates a range of resources, including ICT, that engage students in their learning.	Consistently incorporates a wide range of resources, including ICT, that engage students in their learning.
	Continual assistance and guidance by Supervising Teacher required to evaluate teaching to improve student learning.	In collaboration with Supervising Teacher, ability to evaluate teaching to improve student learning.	With very little guidance or assistance by Supervising Teacher, ability to evaluate teaching to improve student learning.

Criteria	Unsatisfactory (U)	Satisfactory (S)	Above satisfactory (A)
	Does not seek or apply constructive feedback from supervisors and teachers to improve teaching practices.	Regularly seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	Always seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.
Section 3 — Managing effectively – create safe and supportive learning	Difficulty in identifying and seldom uses strategies to support inclusive student participation and engagement in classroom activities.	Regularly identifies and uses a range of strategies to support inclusive student participation and engagement in classroom activities.	Consistently identifies and uses a broad range of strategies to support inclusive student participation and engagement in classroom activities.
	Inability to provide clear instructions to students.	Sound ability to organise classroom activities and provide clear directions to students.	Consistently provides organised classroom activities and provides clear directions to students.
	Inability to demonstrate practical approaches to manage challenging behaviour.	Regularly demonstrates practical approaches to manage challenging behaviour.	Consistently demonstrates practical approaches to manage challenging behaviour.
Section 4 — Assessing and recording learning	Does not demonstrate any understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	Demonstrates a developing understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	Demonstrates a solid understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.
	Does not demonstrate any developing capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrates a sound capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
	Does not demonstrate any developing understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Developing an understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Demonstrates a solid understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
Section 5 — Professional conduct	Fails to demonstrate awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	Generally demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	Consistently demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.
	Fails to demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Generally demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Consistently demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
	Fails to demonstrate an understanding of key principles described in codes of ethics and conduct for the teaching profession.	Understands and generally applies key principles described in codes of ethics and conduct for the teaching profession.	Understands and consistently applies key principles described in codes of ethics and conduct for the teaching profession.
	Fails to demonstrate an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Generally demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Consistently demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

Final report

Griffith
UNIVERSITY

Professional Experience
2999EDN Managing Learning
School of Education and Professional Studies

Final Report

Preservice Teacher Name:	✏ *
Student Number:	✏ *

School Name:	✏ *
Supervising Teacher:	✏ *
Year Level:	✏ *
Professional Experience Dates:	✏ *
Number of Days completed: (This is a 15 day placement - please enter whole numbers only)	✏ *

This report is the assessment the preservice teacher's **second** professional experience. The five criteria and elaborations within each, relate to evidence of those who are ready to become graduate teachers, rather than those on their second professional experience. The final assessment for this placement will be at one of three levels:

- **Level 1** Unsatisfactory
- **Level 2** Satisfactory – student is ready to continue to the third placement
- **Level 3** Above satisfactory– student is ready to continue to the third placement.

The interim report was completed at the mid-point of this placement; comments provided in that formative report have formed the basis for planning observations, reflections and classroom teaching in each of the criterion. A result at Level 2 (Satisfactory) and Level 3 (Above Satisfactory) establish that successful completion of the second professional experience.

Section 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:

- Unit/lesson plans and resources.
- School and system documents.

Documented feedback and evaluation of planning that reflects:

- Curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies.
- The preservice teacher's written reflections.

The preservice teacher at this early stage of learning to teach in this school context is

Planning effectively - preparation for teaching	APST	Level
Incorporating in planning, knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1	○ Above Satisfactory ○ Satisfactory ✏ * ○ Unsatisfactory
Incorporating in planning, knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.3	○ Above Satisfactory ○ Satisfactory ✏ * ○ Unsatisfactory
Demonstrating in planning, a knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1.5	○ Above Satisfactory ○ Satisfactory ✏ * ○ Unsatisfactory
Organising content into an effective learning and teaching sequence.	2.2	○ Above Satisfactory ○ Satisfactory ✏ * ○ Unsatisfactory
Using developing knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2.3	○ Above Satisfactory ○ Satisfactory ✏ * ○ Unsatisfactory
Incorporating knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	2.5	○ Above Satisfactory ○ Satisfactory ✏ * ○ Unsatisfactory
Setting learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	○ Above Satisfactory ○ Satisfactory ✏ * ○ Unsatisfactory
Please leave blank if unable to assess in the school context Demonstrating developing knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1.6	○ Above Satisfactory ○ Satisfactory ✏ ○ Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. *Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.*

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Section 2 Teaching effectively – enactment of teaching

Examples of evidence

- 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 the 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.

The preservice teacher at this early stage of learning to teach in this school context is

Teaching effectively – enactment of teaching	APST	Level
Demonstrating knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2.1	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Including a range of teaching strategies.	3.3	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning.	3.4	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
In collaboration with supervising teacher, able to evaluate teaching to improve student learning.	3.6	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices.	6.3	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Please leave blank if unable to assess in the school context Demonstrates developing knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1.4	○ Above Satisfactory ○ Satisfactory ✎ ○ Unsatisfactory
Please leave blank if unable to assess in the school context Demonstrates developing knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2.4	○ Above Satisfactory ○ Satisfactory ✎ ○ Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. *Comments are required if Unsatisfactory (U)* has been identified for any of the descriptors.

✎

Section 3 Managing effectively – create safe and supportive learning

Examples of evidence

- 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.

The preservice teacher at this early stage of learning to teach in this school context is

Managing effectively – create safe and supportive learning	APST	Level
Identifying and applying essential strategies to support inclusive student participation and engagement in classroom activities	4.1	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Demonstrating the capacity to organise classroom activities and provide clear directions.	4.2	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Demonstrating developing knowledge of practical approaches to manage challenging behaviour.	4.3	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. *Comments are required if Unsatisfactory (U)* has been identified for any of the descriptors.

✎

Section 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 plan.
- A supervising teacher's observation notes including comments on formal and informal feedback, questioning techniquesand assessment.
- Data gathering tools such as checklists developed or adapted by preservice teacher.
- The preservice teacher's written reflections and application of supervising teacher feedback.

The preservice teacher at this early stage of learning to teach in this school context is

| Assessing and recording learning	APST	Level
Demonstrating a developing understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	5.2	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	5.4	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Please leave blank is unable to assess in the school context Developing understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	5.5	○ Above Satisfactory ○ Satisfactory ✎ ○ Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. *Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.*

✎

Section 5 Professional conduct

Examples of evidence

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

The preservice teacher at this early stage of learning to teach in this school context is

Professional conduct	APST	Level
Developing awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	4.4	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Developing an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	4.5	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Understanding and applying the key principles described in codes of ethics and conduct for the teaching profession.	7.1	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Understanding is evident of the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	7.2	○ Above Satisfactory ○ Satisfactory ✎ * ○ Unsatisfactory
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	7.3	○ Above Satisfactory ○ Satisfactory ✎ ○ Unsatisfactory

Please provide comments about knowledge, practice and engagement of preservice teacher in relation to this section. *Comments are required if Unsatisfactory (U) has been identified for any of the descriptors.*

✎

Section 6 Overall comments
Please use this space to describe the preservice teacher's overall strengths and areas for development.

Overall comments
✎

Professional Experience Result
Indicate overall achievement recommended for this Early Stage professional experience

BEFORE SUBMITING: The recommendation of assessment for the overall teaching performance for the final report should be discussed by the Supervising Teacher with the School Coordinator, the Preservice Teacher, and University Liaison (in person or by phone). In most cases this should result in an agreement and submitting by all parties. If a student is deemed unsatisfactory in any criteria, the Professional Experience Office (PEO) must be contacted immediately.

The final report is to be completed and submitted by the Preservice Teacher, the Supervising Teacher, the School Coordinator, and the University Liaison and is a recommendation for a result for the professional experience component of the course. The Preservice Teacher's submission indicates they have sighted this completed report.

Please refer to *Professional Experience Handbook* for more information.

Student Number	Name	Overall Professional Experience Result If any criteria is deemed to be at Unsatisfactory the Preservice Teacher must be deemed Unsatisfactory overall for their final result.
_____ ✎ *	_____ ✎ *	▼ ✎ *

Please enter your name and date in the appropriate section below to complete this report.

Supervising Teacher Name	Date
_____ ✎ *	_____ 🗓 ✎ *

Supervising Teacher Name (complete only if shared supervision of Preservice Teacher)	Date
_____ ✎	_____ 🗓 ✎

By submitting this form you confirm all criteria have been assessed above where required.

Save Draft   SUBMIT / ELECTRONICALLY SIGN (Supervising Teacher)

School Coordinator Name	Date
_____ ✎ *	_____ 🗓 ✎ *

By submitting this form you confirm you have reviewed the above criteria and approve the final report to be sent to the Preservice Teacher.

Save Draft   SUBMIT / ELECTRONICALLY SIGN (School Coordinator)

Preservice Teacher Name	Date
_____ ✎ *	_____ 🗓 ✎ *

Preservice Teacher Acknowledgement
I have discussed the results of this report with my Supervising Teacher Y/N
○ Yes ○ No   ✎ *

Save Draft   SUBMIT / ELECTRONICALLY SIGN (Preservice Teacher)

University Liaison Name	Date
_____ ✎ *	_____ 🗓 ✎ *

By submitting this form you confirm the report is completed and ready for submission by the Preservice Teacher.

Save Draft   SUBMIT / ELECTRONICALLY SIGN (University Liaison)