

7765EDN

Pedagogies for Engaged Learners

Master of Secondary Teaching

Professional Experience Handbook

School of Education and Professional Studies

Professional Experience enquiries should be directed to:

Course Convenor

www.griffith.edu.au/study/courses/pedagogies-for-engaged-learners-7765EDN

Professional Experience Office

Contacts for Preservice Teachers

Email: PST@griffith.edu.au
Email: educationconnect@griffith.edu.au
Email: studentconnect@griffith.edu.au
Email: PEX-crisis@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) 3735 5977
Secondary Schools: (07) 5552 9784 / (07) 3735 5665

General Information: 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 Students who do not meet the threshold attendance will be withdrawn from the PEX.

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 with the Griffith Liaison.

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.

Professional experience details and dates

Placement	See SONIA for specific details.
Placement arrangement	One Preservice Teacher per Supervising Teacher (one teaching area)
Dates	See 7752EDN course site and information on SONIA.
Interim Report	Mid-point of the PEx (See 7752EDN course site and information on SONIA).
Final Report	See 7752EDN Course Site (See 7752EDN course site and information on SONIA).

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

The 7765EDN professional experience requires the completion of 20 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 school and the Griffith Liaison of absences and make-up days as soon as they occur.

Overview of Course

Course Name:

Pedagogies for Engaged Learners

Course code: 7765EDN

This is a middle stage placement in which Preservice Teachers have their second experience of working with learners and should demonstrate emerging autonomy and professionalism in planning and teaching single lessons and sequences of lessons with some guidance.

Coursework summary

The coursework for 7765EDN develops knowledge of pedagogies and practices that are effective in creating a positive learning environment to support student motivation, positive engagement in learning, and the role of evidence in considering the impact of teaching on the improvement of student learning.

Overview of Professional Experience

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Master of Secondary Teaching Program Preservice Teachers complete 66 days of professional experience, distributed across three supervised teaching periods. Griffith refers to these stages as *Early Stage*, *Middle Stage* and *Graduate Stage*.

Each professional experience represents a milestone in Preservice Teacher learning, and is completed in the following developmental sequence:

- 7764EDN Understanding Diverse Learners 10-18 (15-day early stage placement)
- 7765EDN Pedagogies for Engaged Learners (20-day middle stage placement)
- 7999EDN Teaching for Impact (25-day graduate stage placement)

Master of Secondary Teaching - Program Overview

Y	T		Placement Days	
1	1	7401EDN	Griffith Dimensions of Learning and Teaching	
		7764EDN	Understanding Diverse Learners 10-18	15
		XXXXEDN	<i>Curriculum, Pedagogy and Assessment in the Junior Years: Teaching Area 1</i>	
		XXXXEDN	<i>Curriculum, Pedagogy and Assessment in the Junior Years: Teaching Area 2</i>	
		7403EDN	Contemporary Influences on Secondary Schooling	
2	1	7765EDN	Pedagogies for Engaged Learners	20
		XXXXEDN	<i>Curriculum, Pedagogy and Assessment in the Senior Years: Teaching Area 1</i>	
		XXXXEDN	<i>Curriculum, Pedagogy and Assessment in the Senior Years: Teaching Area 2</i>	
		7407EDN	Supporting Literacy and Numeracy within and across the Curriculum	
3	1	7412EDN	Research Informed Teaching in Secondary School	
		7409EDN	First Australians, Diverse Cultural Identities and Community	
		7405EDN	The Griffith Teacher Professional Project 1	
		7406EDN	The Griffith Teacher Professional Project 2	
		7411EDN	Stepping out as a Professional	
2	1	7999EDN	Teaching for Impact	23
		7401EDN	Understanding Impact	
		7406EDN	The Griffith Teacher Professional Project 2	
		7411EDN	Stepping out as a Professional	

Professional Experience Summary – 7765EDN Middle Stage Placement

Knowledge, skills and learning experiences on commencement of 7765EDN professional experience

Preservice Teachers in the 7765EDN Pedagogies for Engaged Learners are in the first year, second trimester of the program. They have completed:

- The first professional experience placement (16 days) in a secondary school setting focused on developing an understanding of young people aged 10-18 years with a special focus on their diverse and complex interests and abilities. Students also considered the influence of the social context on young people's lives and learning.
- Coursework that covered a broad introduction to concepts, principles and theories related to learners and learning, teachers and teaching, pedagogy, social and cultural contexts and communities.
- Knowledge, skills and processes related to curriculum, teaching and assessment in junior secondary settings, for both teaching areas.

Preservice Teachers in this placement will have their second sustained experience of planning, teaching and managing learning in a classroom setting.

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 or 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 Requirements 7765EDN Middle Stage

For the period of the placement, Supervising Teachers are asked to lead and facilitate the following scaffolded progression for Preservice Teacher learning, appropriate to this middle stage which develops Preservice Teacher's capabilities in planning, teaching, and managing learning in classroom settings.

Please note: The time allocated to activities noted below are indicative only. Lessons may be considered to be 30-40 minutes in length. Please adjust requirements accordingly.

Days 1–3 Orientation to setting, students and curriculum.

- Observations and acquisition of knowledge about the learners
- Planning support and opportunities for planning ahead.
- Co-teaching of parts of lessons
- A focus on planning and implementing single 'stand-alone' lessons in the following days.

The Supervising Teacher is modelling practices and provides initial information and feedback to the Preservice Teacher on middle stage practices related to observations, classroom interaction and

management techniques, processes of planning and implementation of curriculum in that setting.

The Preservice Teacher is becoming familiar with classroom management techniques used by the Supervising Teacher in terms of ensuring a safe and supportive learning environment, participates in supportive teaching and learning activities to establish a teaching role in the setting; is becoming familiar with existing curriculum plans for the term.

The Supervising Teacher and Preservice Teacher collaboratively identify teaching opportunities and a planning/teaching timetable for the placement. This may be reviewed and adjusted accordingly.

Days 4–10 Increasing opportunities to plan, teach and manage learning

- Planning, observation, feedback and reflection continues, and teaching gradually increases.
- Emphasis on planning lessons
- Teach 1-2 lessons per day by Day 7
- Involvement in assessing progress of student learning, provision of formative feedback to students, and the use of a range of evidence and data to inform planning for impact on student learning.
- Supervising Teacher shares term and unit planning to provide curriculum context, continues modelling practices, provides scaffolded guidance for Preservice Teacher planning, and checks planning prior to implementation; continues to provide structured supervision and support for implementation.
- Preservice Teacher plans and implements planned lessons and connected sequences of lessons; with scaffolded guidance, structured supervision, and feedback from the Supervising Teacher.
- Preservice Teacher continues to complete observations and reflections on teaching, feedback and documents professional learning as the placement progresses.
- Supervising Teacher and Preservice Teacher meet regularly to discuss Preservice Teacher progress with planning, teaching, managing learning, and includes opportunities for participating in student assessment and feedback; as well as the Preservice Teachers' approach to professional learning.
- Supervising Teacher provides written feedback as much as possible. The interim report and guides for making judgement provide a reference point for evaluating progress and planning learning throughout this phase.

Day 10 Midpoint Progress Meeting and Interim Report

- Supervising Teacher and Preservice Teacher meet at the midpoint of the placement (e.g. end of Week 2 or day 10) to discuss Preservice Teacher progress towards the professional experience requirements, and collaboratively complete the interim report and professional learning action plan.
- Other school-based teacher educators (such as the professional experience coordinator, site coordinator or nominated teacher mentor staff) and the University Liaison are included in the meeting and reporting process where possible.

Days 11–20 Progressive demonstration and assessment of knowledge and practice achievements relevant to middle stage placement

- Planning, observation, feedback and reflection continues, and teaching gradually increases – by end of Week 2 be teaching 1-2 x ½ days of teaching (where possible), this will increase by Week 3 to 2-3 x ½ days of teaching (where possible).
- Emphasis on planning connected sequences of lessons; and where possible
- Involvement in assessing progress of student learning, provision of formative feedback to students, and the use of a range of evidence and data to inform planning for impact on student learning.
- Preservice Teacher continues to plan and implement connected sequences of lessons (small units of work) with scaffolded guidance and structured supervision from the Supervising Teacher.
- Preservice Teacher continues to complete observations and reflections on teaching, feedback and

- documents professional learning as the placement progresses.
- Supervising Teacher and Preservice Teacher meet regularly to discuss Preservice Teacher progress and opportunities for demonstrating achievement related to the final report for this placement in the areas of planning, teaching, managing learning, including (where appropriate) assessment of and feedback on student learning; as well as Preservice Teachers' approach to professional learning. Supervising Teacher provides written feedback as much as possible.
 - The final report and guide for making judgements provide a reference point for evaluating progress and planning learning throughout this phase.

Day 20 Final Assessment of knowledge and practice relevant to middle stage placement – Final Report

- Supervising Teacher and Preservice Teacher meet at the end of the placement (e.g. end of week 4 or day 20) to discuss Preservice Teacher evidence of achievement relevant to the professional experience placement requirements, as outlined on the 7765EDN Final Report.
- The nominated school-based teacher educator (such as the professional experience coordinator, site coordinator or nominated teaching mentor staff) should be included in the reporting process.
- The University Liaison may be included in the meeting and reporting process.
- In order: the Supervising Teacher, Site Coordinator, Preservice Teacher, and University Liaison sign the final report.

Note: The PEO provides access and instructions to complete reports online to the School contact nominee for completion and submission by the Supervising Teacher, Preservice Teacher, School Coordinator and Visiting University Liaison.

Requirements for Preservice Teacher

First two days	<ul style="list-style-type: none"> Teaching some parts of lessons with Supervising Teacher, for example, leading a discussion, taking attendance etc. Preservice teacher may provide assistance and support to the Supervising Teacher in a role similar to that of a teacher's aide. Meet and build professional relationships with supervisor(s), teaching staff, administration staff and students. Interact professionally with school, staff, and students at all times. Plan block teaching requirements with Supervising Teacher (see minimum requirements below). Begin to develop the working folder, and resource collection. Formally observe lessons (2-4 observations per day). 	
	Teaching, Reflections and Observations	Other Requirements
	By the end of Week 1: Getting to know the learners and first teaching	
Remaining Week one	<ul style="list-style-type: none"> Observe the classes being taught by the ST, prior to Preservice Teacher teaching them (1-3 observations per day). Teach 50-80 minutes from the supervisor's timetable (this may be across multiple lessons) Complete reflections for lesson taught 	<ul style="list-style-type: none"> Work with the teacher in the daily operation of the school, e.g., assembly, form class, PGD, bus duty, staff meetings Plan and implement individual lessons. Discuss and reflect on lesson observations with the Supervising Teacher.
	Teaching time: Approximately 50-80 minutes.	
	By the end of Week 2: Knowing content and observing, and demonstrating appropriate planning and teaching strategies for effective classroom learning and management	
	<ul style="list-style-type: none"> Teach at least two sequenced lessons from one class and two-three lessons from other classes. Complete reflections for lessons taught. Complete observations (1-3 observations per week). 	<ul style="list-style-type: none"> Work with the teacher in the daily operation of the school Plan, implement, evaluate and reflect on lessons and sequences of lessons with the Supervising Teacher. <p><i>N.B. By this stage the Preservice Teacher will have adopted one class from the Supervising Teacher's timetable.</i></p>
	Teaching time: Approximately 210 – 280 minutes.	
	From Monday of Week 2 and no later than Monday of Week 3: Discuss and finalise the interim report and action plan with the Supervising Teacher.	
	By the end of Week 3: Observing, and increased demonstration of appropriate planning and teaching strategies for effective classroom learning and management	
Weeks two to four	<ul style="list-style-type: none"> Teach two sequenced lessons from three classes from the supervisor's timetable (or equivalent) Complete reflections for lessons taught Complete observations (1-3 observations per week). 	<ul style="list-style-type: none"> Work with the teacher in the daily operation of the school Plan, implement, evaluate and reflect on lessons and sequences of lessons with the Supervising Teacher <p><i>N.B. By this stage the Preservice Teacher will have adopted two/three classes from the Supervising Teacher's timetable.</i></p>
	Teaching time: Approximately 400-440 minutes.	
	By the end of Week 4: Observing, and increased demonstration of appropriate planning and teaching strategies for effective classroom learning and management with some personal initiative and independence.	
	<ul style="list-style-type: none"> Teach two to three sequences lessons from three classes from the supervisor's timetable (or equivalent) Complete reflections for lessons taught Complete observations (1-3 observations per week). 	<ul style="list-style-type: none"> Work with the Supervising Teacher in the daily operation of the school Plan, implement, evaluate and reflect on lessons and sequences of lessons with the Supervising Teacher <p><i>N.B. By this stage you will have adopted two/three classes from the Supervising Teacher's timetable.</i></p>
	Teaching time: Approximately 430-560 minutes. Preservice Teachers, where possible, should be teaching a substantial teaching load, allowing for preparation and correction periods.	
	On the last day, the Final Report is to be discussed by Supervising Teacher/s and Preservice Teacher.	

Please note: The planning and teaching responsibilities allocated to the Preservice Teacher across this period are indicative only. The Supervising Teacher and Preservice Teacher are to negotiate teaching load across the school experience, relative to the capabilities demonstrated by the Preservice Teacher, and in the context of the Supervising Teachers' professional judgement. The Preservice Teacher should mirror the day of the Supervising Teacher at all times unless otherwise advised. These activities can and should include attendance to staff meetings, planning meetings, supervision duties, etc. Where there is more than one Supervising Teacher, the Preservice Teacher and Supervising Teachers should negotiate with whom they will be assigned on the above occasions.

Assessment

Interim report information

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 *Professional Learning Plan*. An example of the interim report is available in this handbook. Access and instructions to complete reports online will be emailed to the School Coordinator for distribution to Supervising Teachers for completion. The Preservice Teacher should retain a copy of the completed 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 for on-going development for all Preservice Teachers. It is expected that Preservice Teachers would receive a level 3 or higher relevant to opportunity, in EACH elaboration in the final report to pass the professional experience.

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 information

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 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. In order: the Supervising Teacher, School Coordinator, Preservice Teacher and University Liaison sign and submit the report.

In order to gain an overall satisfactory level report, the Preservice Teachers must receive a Satisfactory result in EACH elaboration in the final report to pass the professional experience. **Any concerns regarding the reporting decisions should be communicated in the first instance with the school's assigned University Liaison.**

If an *Unsatisfactory* result has been given on any criterion, please contact the Griffith Liaison immediately who will contact the Case Manager or Professional Experience Academic Lead.

Refer to 'Final report' section of Professional Experience Guidelines.

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 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 three working days of the final day of placement. Further details will be advised by the Professional Experience Office.

Appendix

- Interim report guidelines
- Interim report
- Interim report Professional learning plan
- Final professional experience recommendations guidelines for determining level of achievement for each criterion
- Final report

Interim report guidelines

Using the criteria for making judgements of Preservice Teachers at interim report stage, to be completed at the mid-point of the placement

Criteria	Concern with development	Progressing satisfactorily
Planning effectively	<ul style="list-style-type: none"> • Limited knowledge of the curriculum relevant to the year levels for this placement • Difficulty in the written planning of a single lesson • Despite guidance, a low standard of written planning of a series of lessons • Many language, literacy and numeracy errors in planning documents. 	<ul style="list-style-type: none"> • Satisfactory knowledge of the curriculum relevant to the year levels for this placement • Demonstrates growth in the ability in written planning of single lessons • With guidance, demonstrates a satisfactory standard of written planning of a series of lessons • Minimal language, literacy and numeracy errors in planning documents.
Teaching effectively	<ul style="list-style-type: none"> • Lack of ability to deliver a single lesson, even with considerable support provided • Limited understanding of how to select and use basic strategies for engaging most students • Frequently exhibits errors in language, literacy and numeracy throughout classroom teaching. 	<ul style="list-style-type: none"> • Demonstrates a growth in confidence and ability to deliver a single lesson with minimal support • Selects and uses basic strategies for engaging most students in the learning • Minimal language, literacy and numeracy errors evident throughout classroom teaching.
Managing effectively	<ul style="list-style-type: none"> • An inability to respond to Supervising Teacher's guidance on giving clear and assertive instructions • An inability to respond to guidance on stating behavioural expectations and correcting misbehaviour • Poor questioning techniques and lack of checks for understanding • Limited attention given to providing feedback to students on their learning. 	<ul style="list-style-type: none"> • Positive response to Supervising Teacher's guidance on giving clear and assertive instructions • Positive response to guidance on stating behavioural expectations and correcting misbehaviour • Improved questioning techniques and checks for understanding • Positive efforts to provide feedback to students on their learning.
Assessing and Recording Learning	<ul style="list-style-type: none"> • Not demonstrating understanding of guidance on giving feedback to students 	<ul style="list-style-type: none"> • At this early stage of the professional experience the Preservice Teachers are making efforts to include feedback to students about their learning
Professional conduct	<ul style="list-style-type: none"> • Failure to communicate appropriately and in a timely manner with Supervising Teachers and other staff members • A lack of essential ethical practices in relationships with students and colleagues. 	<ul style="list-style-type: none"> • Development of appropriate and timely communication with Supervising Teachers and other staff members. • Application of essential ethical practices in relationships with students and colleagues.

PROFESSIONAL EXPERIENCE

7765EDN Pedagogies for Engaged Learners
Trimester 2
Interim report

Example only. Please do not use this report. **Use the electronic report accessible on SONIA.**

Preservice Teacher		Student ID
School		
Teaching areas		
Year levels		

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

- Concerns with development
- Progressing satisfactorily

This is the second professional experience placement for the Preservice Teacher you are mentoring. This interim report is to provide feedback to the Preservice Teacher at the mid-way point of this second professional experience placement (although first teaching experience).

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	
Concerns with development	Progressing satisfactorily
<input type="radio"/>	<input type="radio"/>
At risk Action Plan required	Satisfactory

Supervising Teacher			
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
School Coordinator			
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
Preservice Teacher			
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
University Liaison			
	<i>Print name</i>	<i>Signature</i>	<i>Date</i>

University Liaison signature required only if at risk.

See procedures for 'At Risk' in the Griffith University Professional Experience Guidelines. If at risk, email to the relevant PEO.

Section 1 Planning effectively – preparation for teaching		Concerns w/ development	Progressing satisfactorily
i	Developing knowledge and understanding 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	Organising content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>
v	Using knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>
vi	Incorporating knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	<input type="checkbox"/>	<input type="checkbox"/>

Section 2 Teaching effectively – enactment of teaching		Concerns w/ development	Progressing satisfactorily
i	Demonstrating 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	Beginning to include a range of teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>
iii	Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>
iv	Demonstrating a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>
v	Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>
vi	Please leave blank if unable to assess in the school context Demonstrating 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"/>
vii	Please leave blank if unable to assess in the school context Demonstrating broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>

Section 3 Managing effectively – create safe and supportive learning		Concerns w/ development	Progressing satisfactorily
i	Identifying strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>
ii	Demonstrating the capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>
iii	Demonstrating knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>

Section 4 Assessing and recording learning		Concerns w/ development	Progressing satisfactorily
i	Demonstrating an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="checkbox"/>	<input type="checkbox"/>
ii	Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>

Section 5 Professional conduct		Concerns w/ development	Progressing satisfactorily
i	Developing awareness 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	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.	<input type="checkbox"/>	<input type="checkbox"/>
iii	Applying the key principles described in codes of ethics and conduct for the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>
iv	Understanding is evident of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>

Supervising Teacher's comments

Example Only

Professional Learning Plan

All Preservice Teachers are to complete the Professional Learning Plan at the mid-point of the professional experience. If a Preservice Teacher is deemed at risk, complete this plan, together with the more detailed 'At Risk Action Plan' in the Professional Experience Guidelines to be submitted online.

Date _____ Preservice Teacher _____

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

Criteria	Actions Preservice Teacher will take	Actions Supervising Teacher will take	Timeframe and evidence of completion
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 comments (optional):			
Supervising Teacher name:		Signature:	Date:

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

Criteria	Below satisfactory	Satisfactory	Above satisfactory
Section 1 Planning effectively – preparation for teaching	Planning indicates limited 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 limited 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 limited 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.
	Occasionally organises 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.
	Indicates minimal knowledge of curriculum, assessment and reporting knowledge 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.
	Occasionally incorporates minimal knowledge and understanding 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.
	Occasionally 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	Some difficulty demonstrating 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.
	Low ability to incorporate a limited range of teaching strategies.	Sound ability to incorporate a range of teaching strategies.	Strong ability to incorporate a wide range of teaching strategies.
	Limited ability to 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.
	Often requires assistance and guidance by Supervising Teacher 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	Below satisfactory	Satisfactory	Above satisfactory
	Seldom seeks or applies 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.
	Occasionally identifies and uses some 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.
Section 3 Managing effectively – create safe and supportive learning	Limited ability 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.
	Limited demonstration of practical approaches to manage challenging behaviour.	Regularly demonstrates practical approaches to manage challenging behaviour.	Consistently demonstrates practical approaches to manage challenging behaviour.
	Demonstrates a limited 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.
Section 4 Assessing and recording learning	Demonstrates limited 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.
	Demonstrates limited 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.
	Occasionally demonstrates 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.
Section 5 Professional conduct	Occasionally 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.	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.
	Limited 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.
	Occasionally demonstrates 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.

PROFESSIONAL EXPERIENCE

7765EDN Pedagogies for Engaged Learners

Trimester 2

Final report

Example only. Please do not use this report. **Use the electronic report accessible on SONIA.**

Preservice Teacher _____
 Student ID _____
 School _____
 Teaching Area/s _____
 Year Level/s _____
 Minimum 20 days completed Yes No

This report is the assessment of the Preservice Teacher's **second** professional experience. This final assessment will be at one of three levels:

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

The interim report has been completed and the comments provided in that formative report has formed the basis for planning observations, reflections and teaching of the Preservice Teacher in each of the criterion. A result at Level 2 or 3 establish that successful completion of the second professional experience.

Professional Experience Result		
Unsatisfactory	Satisfactory	Above satisfactory
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE SIGNING: 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 signing by all parties. If a Preservice Teacher is deemed unsatisfactory in any criteria, the Professional Experience Office (PEO) must be contacted immediately.

The final report is to be completed and signed 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. Please refer to *Professional Experience Handbook* for more information.

Supervising Teacher _____
Print name *Signature* *Date*

School Coordinator _____
Print name *Signature* *Date*

Preservice Teacher _____
Print name *Signature* *Date*

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

Distribution once signed: Original to Preservice Teacher.

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.

Unsatisfactory (U)

Working towards satisfactory (W)

Satisfactory (S)

Above satisfactory (A)

The Preservice Teacher at this middle stage of learning to teach in this school context is

	APST	U	W	S	A	
i	Incorporating in planning, knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Organising content into an effective learning and teaching sequence.	2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Using developing knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi	Incorporating knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii	Setting learning goals that provide achievable challenges for students of varying abilities and characteristics.	3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Please leave blank if unable to assess in the school context	1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii	Demonstrating developing knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.					

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section. *Comments are required if **Unsatisfactory (U)** and / or **Working towards satisfactory (W)** have been identified for any of the descriptors.*

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.

Unsatisfactory (U)

Working towards satisfactory (W)

Satisfactory (S)

Above satisfactory (A)

The Preservice Teacher at this middle stage of learning to teach in this school context is

	APST	U	W	S	A
i Demonstrating knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Including a range of teaching strategies.	3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning.	3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v In collaboration with Supervising Teacher, able to evaluate teaching to improve student learning.	3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices.	6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context	1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii 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.					
Please leave blank if unable to assess in the school context	2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii Demonstrates developing knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.					

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section. *Comments are required if **Unsatisfactory (U)** and / or **Working towards satisfactory (W)** have 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.

Unsatisfactory (U)

Working towards satisfactory (W)

Satisfactory (S)

Above satisfactory (A)

The Preservice Teacher at this middle stage of learning to teach in this school context is

	APST	U	W	S	A
i Identifying and applying essential strategies to support inclusive student participation and engagement in classroom activities.	4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Demonstrating the capacity to organise classroom activities and provide clear directions.	4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Demonstrating developing knowledge of practical approaches to manage challenging behaviour.	4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section. *Comments are required if **Unsatisfactory (U)** and / or **Working towards satisfactory (W)** have 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 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.

Unsatisfactory (U)

Working towards satisfactory (W)

Satisfactory (S)

Above satisfactory (A)

The Preservice Teacher at this middle stage of learning to teach in this school context is

	APST	U	W	S	A
i Demonstrating a developing understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section. *Comments are required if **Unsatisfactory (U)** and / or **Working towards satisfactory (W)** have 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/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, professional development
- Professionalism including punctuality, dress, and interpersonal communication
- Demonstration of engagement with school staff and external professionals.

Unsatisfactory (U) Working towards satisfactory (W) Satisfactory (S) Above satisfactory (A)

The Preservice Teacher at this middle stage of learning to teach in this school context is

	APST	U	W	S	A
i Developing awareness of key strategies that support students’ wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Understanding and applying the key principles described in codes of ethics and conduct for the teaching profession.	7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv Understanding is evident of the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please leave blank if unable to assess in the school context	7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v Understand strategies for working effectively, sensitively and confidentially with parents/carers.					

Please provide comments about knowledge, practice and engagement of Preservice Teacher in relation to this section. *Comments are required if **Unsatisfactory (U)** and / or **Working towards satisfactory (W)** have 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.

Example
Only