

# **7888EDN**

# **Teaching for Impact**

Master of Primary Teaching

Professional Experience Handbook

School of Education and Professional Studies

## Professional Experience enquiries should be directed to:

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**Course Convenor**

<https://www.griffith.edu.au/study/courses/impact-in-primary-teaching-7888EDN>

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### Professional Experience Office

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**Contacts for Preservice Teachers**

Email: [PST@griffith.edu.au](mailto:PST@griffith.edu.au)

Email: [educationconnect@griffith.edu.au](mailto:educationconnect@griffith.edu.au)

Email: [studentconnect@griffith.edu.au](mailto:studentconnect@griffith.edu.au)

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**Contacts for School Coordinators and Supervising Teachers**

Email: [PEO@griffith.edu.au](mailto:PEO@griffith.edu.au)

Payment Email: [PEO-payments@griffith.edu.au](mailto:PEO-payments@griffith.edu.au)

Primary Schools: (07) 5552 7323 / (07) 55529782

Secondary Schools: (07) 373 55665 / (07) 55529784

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

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IMPORTANT

### Absences

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 Students who do not meet the threshold attendance will be withdrawn from the PEx or will not have the result carried over.

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

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

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

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

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

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

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

This document has been sent to all School Coordinators.

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

### **Queensland Professional Experience Reporting Framework Resources (DET)**

Professional Experience Checklist – Roles and responsibilities for professional experience

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

Professional Experience Glossary – Key terms and acronyms

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

Professional Experience Reflections – For completion at conclusion of each placement

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

## Professional experience details and dates

<b>Block placement</b>	This is a 25 day Professional Experience. Please refer to the Professional Experience Calendar for dates.
<b>Placement arrangement</b>	One Preservice Teacher per classroom/supervising teacher
<b>Interim report</b>	Wednesday of 3 <sup>rd</sup> week
<b>Final report</b>	Friday of final week or on last make up day (allowance of 3 working days after final day of placement)

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

The 7888EDN professional experience requires the completion of 25 days supervised teaching in classrooms. Days missed due to illness 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 Site Coordinator and Griffith Liaison of absences and make-up days as soon as they occur.

## Overview of Course

**Course Name:** Teaching for Impact

**Course Code:** 7888EDN

The coursework for 7888EDN is one of four courses that form the capstone trimester for the Masters of Primary Teaching Program. The coursework consolidates Preservice Teacher knowledge and practices across the APST, with a focus on professional learning and practices for the improvement of student learning. Preservice Teachers will demonstrate a strong focus on planning, teaching and assessment practices related to the improvement of student learning across this 25-day final stage professional experience placement in schools. They will also complete a Graduate Teacher Performance Assessment (GTPA).

Preservice Teachers in the 7888EDN Teaching for Impact are in the second year, final trimester of the program. Preservice Teachers undertaking this placement have completed two previous professional experience placements:

- 7750EDN (15 days in a primary school setting), which required data collection, observation and interactions with learners
- 7752EDN (20 continuous days in a primary school setting), which required planning, teaching, assessment and management of sequences of lessons or units of work in nominated teaching areas, independently; and where possible the incorporation of data and evidence to show impact on student learning.

7888EDN will be their final sustained experience of planning, teaching and managing learning and evidencing impact on student 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.

Preservice Teachers in this professional experience placement are to be closely supervised throughout. It must be recognised that a Preservice Teacher is learning at all times 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. The Preservice Teacher, however, is required to act with vigilance and caution ensuring the health, safety and well-being of all pupils.

## Overview of Professional Experience

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Master of Primary Teaching Program Preservice Teachers complete 65 days of professional experience, distributed across three supervised teaching periods, each of which reflect a distinct stage of 'Learning to Become a Teacher'. 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:

- 7750EDN Understanding Diverse Learners (15-day early stage placement)
- 7752EDN Pedagogies for Engaged Learning (20-day middle stage placement)
- **7888EDN Teaching for Impact (25-day graduate stage placement).**

## Professional experience recommended sequence and reporting milestones

Requirements for Preservice Teacher		
	<ul style="list-style-type: none"> <li>Teaching some parts of lessons with Supervising Teacher, for example, leading a discussion, taking attendance</li> <li>You may provide assistance and support to the Supervising Teacher in a role similar to that of a teacher's aide</li> <li>Meet and build professional relationships with supervisor(s), teaching staff, administration staff and students. Interact professionally with school, staff and students at all times.</li> <li>Plan your teaching requirements with Supervising Teacher (see minimum requirements below).</li> </ul>	
	Teaching, Reflections and Observations	Other Requirements
Week 1	<ul style="list-style-type: none"> <li><b>By the end of week 1: Getting to know the learners and first teaching experiences</b></li> <li>Observe the classes being taught by your ST, prior to your teaching them (1-2 observations per day). Focus on GTPA requirements</li> <li>Teach 20% load of a full time timetable (this may be across multiple lessons)</li> <li>Complete reflections for lesson taught</li> <li>Approximately 20% teaching load by end of week 1.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the teacher in the daily operation of the school, for example, assembly, form class, PGD, bus duty, staff meetings</li> <li>Plan and implement individual lessons</li> <li>Discuss and reflect on lesson observations with your Supervising Teacher</li> <li>Collect data related to GTPA requirements.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li><b>By the end of week 2: Knowing content and observing, and demonstrating appropriate planning and teaching strategies for effective classroom learning and management</b></li> <li>Teach at least two sequenced lessons from subject area and two-three lessons from another subject area if possible</li> <li>Complete reflections for lessons taught</li> <li>Complete observations (1-3 observations per week)</li> <li>Approximately 40% teaching load by end of week 2.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the teacher in the daily operation of the school</li> <li>Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher</li> <li><i>N.B. By this stage you will have adopted one class from your Supervising Teacher's timetable. Preferably the focus class for the GTPA.</i></li> </ul>
Week 3	<ul style="list-style-type: none"> <li><b>By the end of week 3: Increasing opportunities for evidence-based planning, teaching and management of learning</b></li> <li>Teach two sequenced lessons from the supervisor's timetable (or equivalent)</li> <li>Complete reflections for lessons taught</li> <li>Complete observations (1-3 observations per week).</li> <li>Approximately 40% teaching load by end of week 3.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the teacher in the daily operation of the school</li> <li>Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher</li> <li><i>NB: The interim report is to be finalised submitted online (Sonia) during week 3.</i></li> </ul>

<b>Weeks 4 and 5</b>	<ul style="list-style-type: none"> <li>• <b>Through weeks 4 and 5: Teaching for impact and assessment of knowledge and practice achievements relevant to graduate stage placement</b></li> <li>• Students, where possible, should be working towards teaching close to a full load</li> <li>• Complete at least four reflections of their lessons.</li> <li>• Approximately 50% - 60% teaching load by end of week 4</li> <li>• Where possible, students should be teaching a substantial teaching load of approx. 60% allowing for preparation and correction periods by the end of week 5</li> <li>• On day 25 the Final Report is to be discussed by Supervising Teacher/s and Preservice Teacher; completed and submitted online (Sonia) within 3 days..</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the Supervising Teacher in the daily operation of the school</li> <li>• Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher.</li> </ul>
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## 7888EDN Graduate Stage Professional Experience Requirements

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 graduate stage.

### Days 1 – 3: Orientation to setting, students and curriculum

- Observation and acquisition of knowledge about the learners
- Planning support and opportunities for planning ahead
- Teaching of 2-3 lessons
- A focus on planning and implementing sequences of lessons.

The Supervising Teacher is outlining practices and provides initial information and feedback to the Preservice Teacher on graduate stage practices related to observations, classroom interaction and management techniques, processes of planning and implementation of curriculum specific to 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 and 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.

See *Griffith Professional Experience Guidelines* (Available in SONIA) for: roles and responsibilities of Supervising Teachers, Preservice Teachers, School Coordinators, University Liaisons; and duty of care statement applicable to all placements.

### Days 4 – 12: Increasing opportunities for evidence-based planning, teaching and effective management of learning

- Planning, observation, feedback and reflection continues, and teaching gradually increases
- Emphasis on planning connected sequences of lessons and involvement in design of assessment of student learning progress, provision of formative feedback to students, and the use of a range of evidence and data to inform planning, teaching and assessment cycle for impact on student learning
- Supervising Teacher shares term and unit planning to provide curriculum context, shares relevant data and evidence used to inform planning, 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 connected sequences of lessons (small units of work) by the end of week 2 and into weeks 3 and 4, with guidance, supervision and feedback from the Supervising Teacher
- Preservice Teacher has opportunities to contribute to/be involved in the design of assessment of student learning progress, provision of formative feedback to students and the use of a range of evidence and data to inform planning, teaching and assessment cycle for impact on student learning
- 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.

See *Professional Experience Guidelines* (Available in SONIA) for: professional experience proformas (including sample observation forms, reflection templates, lesson plans, etc.) and index of essential information (for absences, code of conduct, etc.).

#### Midpoint: Progress Meeting and Interim Report

- Supervising Teacher and Preservice Teacher meet at the midpoint of the placement (e.g. middle of week 3 or day 12) 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 mentors) and the Griffith Liaison should be included in the meeting and reporting process.

See *Key Resources and information* in this Handbook

- The professional learning plan template
- A guide for making judgements relevant to this placement
- Interim Report.

See also the *Griffith Professional Experience Guidelines* for: assessment processes and related policy; and Process for identifying a Preservice Teacher as 'At Risk'.

#### Days 13 – 25: Teaching for impact and assessment of knowledge and practice achievements relevant to graduate stage placement

- Planning, observation, feedback and reflection continues, and teaching gradually increases
- Emphasis on planning connected sequences of lessons
- 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 and feedback as well as Preservice Teachers' approach to professional learning. Supervising Teacher provides written feedback as much as possible.

The DET Queensland Professional Experience Reporting Framework and the Assessing the Australian Professional Standards for Teachers Graduate Career Stage (QCT) guide provide a reference point for evaluating progress and planning learning throughout this phase.

### Day 25 Final Assessment of knowledge and practice relevant to graduate stage placement – Final Report

- Supervising Teacher and Preservice Teacher meet at the end of the placement (e.g. end of week 5 or day 24) to discuss Preservice Teacher evidence of achievement relevant to this graduate stage placement
- The nominated school-based teacher educator (such as the professional experience coordinator, site coordinator or nominated senior teaching staff/mentors) should be included in the meeting and reporting process
- The visiting Griffith Liaison should be included in the meeting and reporting process if possible
- A moderation process is undertaken to finalise evaluation of Preservice Teacher achievement at this graduate stage – see Professional Experience Guidelines
- The following key documents are used to evaluate, moderate and report on preservice achievement at this graduate stage: the DET Queensland Professional Experience Reporting Framework <https://teach.qld.gov.au/study-teaching/professional-requirements/reporting-framework>; and assessing the Australian Professional Standards for Teachers Graduate Career Stage: Evidence guide for teachers supervising professional experience placements in Qld schools. (Qld College of Teachers) [http://qct.edu.au/pdf/Evidence\\_Guide\\_for\\_Supervising\\_Teachers\\_QCT\\_2015.pdf](http://qct.edu.au/pdf/Evidence_Guide_for_Supervising_Teachers_QCT_2015.pdf) <http://qct.edu.au/teaching-in-queensland/supervising-professional-experience>
- The Supervising Teacher, Preservice Teacher, site coordinator and visiting University Liaison sign the final report
- The Preservice Teacher takes responsibility for submitting completed and signed copies of the Final Report for 7888EDN to the PEO via SONIA.

See Griffith Professional Experience Guidelines for: recommended process for moderation of achievement; assessment processes and related policy and process for responding to 'Unsatisfactory - Did not meet Graduate Level expectations'.

Please note: The responsibilities allocated to the Preservice Teacher across this period are indicative only. The Supervising Teacher and Preservice Teacher are to negotiate teaching load 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 this 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.

## Appendix

- Professional Experience Folders
- Interim Report Guidelines
- Interim Report
- Professional Learning Plan
- Final professional experience recommendations guidelines for determining level of achievement for each criterion
- Final professional experience recommendations.

## Professional Experience Folders

Preservice Teachers are required to develop and maintain a series of working folders (a hard copy ring binder or digital file). This documentation should be with you at all times during the placement. Your school supervisor/s and University Liaison will request to see the working folder and resource collection at any time.

### 1. 7888EDN Professional Experience Folder

This preparation material is essential evidence for a successful interim report and final report and should include:

- Administration (School)
- Observation and Reflections
- Feedback
- Administration (7888EDN)
- Assessment and Reports.

Please note - classroom observations should target pedagogical decision in the areas of: curriculum, planning and assessment (including use of evidence of student learning), selection of resources, teaching strategies/approaches, developing interpersonal relationships and managing student behaviour and the classroom environment. Preservice Teachers, when you are observing a teacher some of these will be very evident. Aspects that are less likely to be obvious 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 teacher to explain these. Discuss with the Supervising Teacher. There are some observation proformas you might find useful, provided on the course site at Learning@Griffith. However- also be guided by your school.

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. It is expected that in this final stage, you are very familiar with strategies to demonstrate reflective practice. Your coursework has consistently addressed this area of teacher knowledge. You have been provided with resources for written reflections. Preservice Teachers and Supervising Teachers should regularly engage in conversations for verbal reflections.

### 2. Teaching Resource Folder

This folder could include the following:

- Teaching Strategies
- Behaviour management strategies
- Classroom management strategies
- Professional learning engagements
- Academic (Key readings, Key assignments).

### 3. Individual Class Folder/s

This folder/s could include administration, curriculum and planning related to day-to-day teaching for each class.

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

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## PROFESSIONAL EXPERIENCE

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7888EDN Teaching for Impact in Primary Schools

School of Education and Professional Studies

Interim report

Format only: **Do not use this report.** Use the electronic report sent out to School Coordinators.

**Preservice Teacher** \_\_\_\_\_ **Student ID** \_\_\_\_\_

**School** \_\_\_\_\_

**Year Level** \_\_\_\_\_

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

- Concern with development
- Progressing satisfactorily

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

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

Supervising Teacher \_\_\_\_\_  
*Print name* *Signature* *Date*

School Coordinator \_\_\_\_\_  
*Print name* *Signature* *Date*

Preservice Teacher \_\_\_\_\_  
*Print name* *Signature* *Date*

University Liaison \_\_\_\_\_  
*Print name* *Signature* *Date*

*University Liaison signature required if at risk.* If a Preservice Teacher receives a ‘Concern with Development’ in any criteria, they are **at risk**. Distribution once signed: Original to Preservice Teacher. If at risk, fax or email to relevant Professional Experience Office (PEO).

1. PLANNING EFFECTIVELY – Preparation for teaching		
<p>Examples of evidence: A single piece of evidence may address multiple descriptors, including those in other sections of this report.</p> <ul style="list-style-type: none"> <li>• Unit, lesson plans and resources designed and/ or adapted by Preservice Teacher, or school/system documents that have been modified to suit the needs of the class</li> <li>• Documented feedback and evaluation of planning that reflects: curriculum content, sequencing, scaffolding, learning activities, differentiation and teaching strategies</li> <li>• Preservice Teacher written reflections.</li> </ul>		
	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 (APST 1.1)	<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 (APST 1.3)	<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 (APST 1.5)	<input type="checkbox"/>
iv	Organisation of content into an effective learning and teaching sequence (APST 2.2)	<input type="checkbox"/>
v	Using knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans (APST 2.3)	<input type="checkbox"/>
vi	Incorporating knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level, learning areas and their application in teaching areas (APST 2.5)	<input type="checkbox"/>
vii	Establishing achievable learning goals that set learning challenges for students of varying abilities and characteristics (APST 3.1)	<input type="checkbox"/>
viii	Developing the ability to plan sequences of learning by using knowledge of student learning, content and effective teaching strategies (APST 3.2)	<input type="checkbox"/>
ix	Demonstrating an awareness of, and engagement with, legislative requirements and teaching strategies to involve students with disabilities in learning (APST 1.6) <b>* Please leave blank if unable to assess in the school context.</b>	<input type="checkbox"/>
Supervising Teacher's comments:		

2. TEACHING EFFECTIVELY – Enactment of teaching			
<p>Examples of evidence: If the specific school context has cultural and linguistic imperatives that require particular teaching approaches, please indicate development with comment in this section.</p> <ul style="list-style-type: none"> <li>• Artefacts such as differentiated activity sheets, resources, evidence of student learning, for example, pre and post-tests, annotated samples of student work</li> <li>• Supervisor's observation notes, including comments on range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, use of resources including ICTs.</li> </ul>			
	Concerns w/ development	Progressing satisfactorily	
i	Developing knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area (APST 2.1)	<input type="checkbox"/>	<input type="checkbox"/>
ii	Using ICT teaching strategies to expand curriculum learning opportunities (APST 2.6)	<input type="checkbox"/>	<input type="checkbox"/>
iii	Beginning to include a range of teaching strategies (APST 3.3)	<input type="checkbox"/>	<input type="checkbox"/>
iv	Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning (APST 3.4)	<input type="checkbox"/>	<input type="checkbox"/>
v	Demonstrating a range of verbal and non-verbal communication strategies to support student engagement (APST 3.5)	<input type="checkbox"/>	<input type="checkbox"/>
vi	Developing some knowledge and strategies to evaluate teaching programs in support of student learning (APST 3.6)	<input type="checkbox"/>	<input type="checkbox"/>
vii	Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices (APST 6.3)	<input type="checkbox"/>	<input type="checkbox"/>
viii	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 (APST 1.4) <b># Please leave blank if unable to assess in the school context.</b>	<input type="checkbox"/>	<input type="checkbox"/>
ix	Demonstrating broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages (APST 2.4)	<input type="checkbox"/>	<input type="checkbox"/>
x	Beginning to identify a range of strategies to involve parents/carers in schooling practices and processes (APST 3.7) <b>* Please leave blank if unable to assess in the school context.</b>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising Teacher's comments:			

### 3. MANAGING EFFECTIVELY – Create safe and supportive learning environments

- Examples of evidence:
- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plan, individual student behaviour plans
  - Supervisor observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement
  - Documented reflections and record of professional conversations
  - Preservice Teacher written reflections and application of Supervising Teacherfeedback.

	Concerns w/ development	Progressing satisfactorily
i Identifying strategies to support student participation and engagement in classroom activities (APST 4.1)	<input type="checkbox"/>	<input type="checkbox"/>
ii Demonstrating the capacity to organise classroom activities and provide clear directions (APST 4.2)	<input type="checkbox"/>	<input type="checkbox"/>
iii Demonstrating knowledge of practical approaches to manage challenging behavior (APST 4.3)	<input type="checkbox"/>	<input type="checkbox"/>

Supervising Teacher’s comments:

Example Only



#### 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, for example pre and post-tests, completed worksheets, completed tasks, moderation meeting notes, annotated sample student responses / work, lesson plans
- Supervising Teacher observation notes including comments on formal and informal feedback, such as questioning techniques and assessment for, of and as learning
- Preservice Teacher written reflections and application of Supervising Teacher feedback
- Data gathering tools, such as checklists, developed or adapted by Preservice Teacher.

	Concerns w/ development	Progressing satisfactorily
i Developing understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (APST 5.1)	<input type="checkbox"/>	<input type="checkbox"/>
ii Developing understanding of the purpose of providing timely and appropriate feedback to students about their learning (APST 5.2)	<input type="checkbox"/>	<input type="checkbox"/>
iii Developing understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (APST 5.3)	<input type="checkbox"/>	<input type="checkbox"/>
iv Developing capacity to interpret student assessment data to evaluate student learning and modify teaching practice (APST 5.4)	<input type="checkbox"/>	<input type="checkbox"/>
v Developing understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement (APST 5.5)	<input type="checkbox"/>	<input type="checkbox"/>

Supervising Teacher's comments:

Example ONLY

5. PROFESSIONAL CONDUCT		
Examples of evidence: <ul style="list-style-type: none"> <li>• Artefacts such as annotated school and system policies and procedures, communication with parents/carers</li> <li>• Supervising Teacher's observations including comments on understanding and adherence to legislative requirements and so on</li> <li>• Participation in school activities including duties, staff meetings, professional development</li> <li>• Professionalism for example punctuality, dress, interpersonal communication</li> <li>• Engagement with school staff, external professionals.</li> </ul>		
	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 (APST 4.4)	<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 (APST 4.5)	<input type="checkbox"/>
iii	Applying the key principles described in codes of ethics and conduct for the teaching profession (APST 7.1)	<input type="checkbox"/>
iv	Developing understanding the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage (APST 7.2)	<input type="checkbox"/>
v	Developing understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice (APST 7.4)	<input type="checkbox"/>
vi	Developing understanding of strategies for working effectively, sensitively and confidentially with parents/carers (APST 7.3) <i>* Please leave blank if unable to assess in the school context.</i>	<input type="checkbox"/>
Supervising Teacher's comments:		

## 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 and email to the Professional Experience Office.

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:

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

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
<b>1. PLANNING EFFECTIVELY</b>				
<b>APST 1.1</b> <b>APST 1.3</b> <b>APST 1.5</b> <b>APST 3.1</b>	Written plans do not include approaches to support full participation in learning of specific students who have learning needs.	Written plans do not yet adequately address approaches to support full participation in learning of specific students who have learning needs.	Written plans include approaches to support full participation in learning of specific students who have learning needs.	Has consistently demonstrated initiative in planning strategies that are responsive to the learning strengths and needs of all students.
<b>APST 1.3</b> <b>APST 2.2</b> <b>APST 2.3</b> <b>APST 3.2</b>	Does not yet demonstrate an ability to think independently of the Supervising Teacher of strategies and resources for lessons.  No knowledge of content and curriculum relevant to the year levels for this placement.	Requires constant guidance by the Supervising Teacher for the selection of strategies and resources for lessons.  Limited knowledge of content and curriculum relevant to the year levels for this placement.	Showing independence in selection of teaching strategies and resources using curriculum, assessment and reporting knowledge.  Satisfactory knowledge of content and curriculum relevant to the year levels for this placement.	Flexible planning approach using curriculum, assessment and reporting knowledge in order to be prepared for the specific learning needs of students across the full range of abilities.  Substantial knowledge and application of content and curriculum to lesson planning relevant to this placement for the relevant year levels
<b>APST 2.2</b>	The Preservice Teacher has presented written planning below the standard of someone entering their final professional experience.	Some ability in written planning of lesson sequences with some guidance needed.	Sound ability in written planning of lesson sequences.	Ability to consistently organise content into an effective learning and teaching sequence.
<b>APST 3.2</b>	Many language, literacy and numeracy errors in planning documents.	Language, literacy and numeracy errors in planning documents need attention.	Minimal language, literacy and numeracy errors in planning documents.  Ability with guidance to include in the design of most lessons and unit planning literacy and numeracy strategies relevant to the teaching areas.	Minimal language, literacy and numeracy errors in planning documents.  Ability to independently design lessons and unit planning that consistently includes literacy and numeracy strategies relevant to the teaching areas.
<b>Depending on school context</b> <b>APST 1.6</b>	No use of teaching strategies informed by legislative requirements in planning for students with disability.	Inconsistent knowledge and understanding of legislative requirements and teaching strategies used to inform planning for students with disability.	Conduct demonstrates broad knowledge and understanding of legislative requirements and teaching strategies applied to planning to support students with disability.	Planning consistently incorporates very clear knowledge and understanding of legislative requirements and teaching strategies to support students with disability.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
<b>2. TEACHING EFFECTIVELY</b>				
APST 2.1 APST 2.6	Considerable support provided by Supervising Teacher in order for the Preservice Teacher to deliver sequences of lessons. Limited use of appropriate ICTs when	Remains unable to proceed independently in delivering sequences of lessons. Some ability with ICTs as part of teaching delivery.	Demonstrates ability to deliver without assistance, sequences of lessons. Confident in the inclusion of ICTs.	Consistently delivers well-structured series of lessons. Uses initiative in the selection and is confident in application of ICTs.
APST 3.3 APST 3.4	Lacks ability to incorporate basic strategies to enable most students to understand the content of the lesson.  Limited capacity to incorporate Supervising Teacher	While responding to Supervising Teacher feedback limited success in responding to the needs of learners during the delivery of lessons.	Incorporates Supervising Teacher's feedback successfully.  Ability to change teaching strategies in response to learners' needs.	Demonstrates initiative in responding to feedback from Supervising Teacher.  Consistently identifies and applies a wide range of appropriate transition strategies to enhance teaching.
APST 3.4	Difficulty in pitching delivery to level of students.	Is demonstrating an awareness of the need to implement strategies to cater for student needs but lacks consistent application.	Selects and uses several different strategies consistently to enable most students to understand the content of the lesson.	Uses a wide range of strategies successfully to cater for student needs in a lesson.
APST 3.5	Frequent errors in basic language, literacy and numeracy. This is not suitable for a graduate teacher.	Language, literacy and numeracy errors evident in classroom delivery that are not at a standard for a graduate teacher.	Satisfactory language, literacy and numeracy. Minimal in class errors evident.	Consistently effective in using language, literacy and numeracy in classroom delivery.
APST 3.6	Unable to identify how teaching strategies in the delivery of lessons impacts on improve student learning.	While able to identify that the effectiveness of delivery of lessons is important, does not connect this to student learning.	Sound ability to incorporate a range of strategies to facilitate information about effectiveness of the teaching on student learning.	Strong ability to critically reflect on teaching strategies specifically to improve student learning.
APST 6.3	Has difficulty responding positively to constructive criticism and therefore changes in teaching are not evident.	While able to accept constructive criticism, has difficulty applying suggestions into improving delivery.	Responds positively to Supervising Teacher's feedback, and at a basic level, improvements are evident.	Strong ability to apply advice from Supervising Teacher into improved teaching strategies.
<b>Depending on school context</b> APST 1.4	No recognition of the impact of culture, cultural identity and linguistic background on the learning of Indigenous students.	Some awareness of the impact of culture, cultural identity and linguistic background on the learning of Indigenous students.	Strategies and interactions with students demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of Indigenous students.	Careful attention has been given to the incorporation of strategies and learning experiences that enhance the learning of Indigenous students.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
<b>2. TEACHING EFFECTIVELY</b>				
<b>APST 2.4</b>	Little understanding of or respect for Indigenous histories, cultures and languages.	Occasional recognition of and respect for Indigenous histories, cultures and languages.	Teaching reflects a broad knowledge of, understanding of and respect for Indigenous histories, cultures and languages.	Consistent inclusion of strategies and learning experiences that demonstrate knowledge of, understanding of and respect for Indigenous histories, cultures and
<b>APST 6.3</b>	No knowledge of strategies for involving parents/carers in the educative process.	Identification of a limited number of strategies for involving parents/carers in the educative process.	Describes a range of strategies for involving parents/carers in the educative process.	Uses a range of strategies for involving parents/carers in the educative process.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
<b>3. MANAGING EFFECTIVELY</b>				
<b>APST 4.1</b>	Is not demonstrating strategies to correct misbehaviour.	Limited ability to use effective behavioural strategies	Has developed an effective personal repertoire of effective strategies to correct most student misbehaviour.	Demonstrates capacity to respond effectively to unplanned classroom situations
<b>APST 4.2</b>	Inability to give clear and assertive instructions.  Poor questioning techniques and lack of checks for understanding.	Lacks consistency in providing clear instructions to students.  Demonstrates limited strategies to check for understanding	Consistently gives clear and assertive instructions.  Effective and consistent in questioning techniques and checks for understanding.	Consistently and confidently provides clear instructions to students.  Consistently demonstrates a variety of effective strategies to check for understanding.
<b>APST 4.1</b> <b>APST 4.3</b>	Inability to independently manage challenging behaviour from any students.	Lacks confidence to independently manage some challenging behaviour from some students.	Confident in managing student behaviour and keen to improve strategies in this area.	Consistently uses a wide range of effective behavioural strategies.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
<b>4. ASSESSING AND RECORDING LEARNING</b>				
<b>APST 5.1</b> <b>APST 5.5</b>	Very limited use of assessment strategies informally and formally to assess student learning.  No recording of student progress.	Inconsistently assessed student learning.  Minimal recording of student progress.	Used assessment strategies both informally and formally to assess student learning and monitor understanding.  Kept records of student achievement.	Used a wide range of appropriate assessment strategies both informally and formally to assess student learning and monitor understanding.  A range of record keeping strategies used to record student progress.

<b>APST 5.2</b>	Limited attention given to providing feedback to individual students on their learning.	Limited effort to provide feedback to individual students on their learning	Positive efforts to provide feedback to individual students to support their learning	Provides quality feedback to students on their learning.
<b>APST 5.3</b>	No effort to participate in moderation of student assessment.	Limited effort to participate in moderation of student assessment.	Participated in assessment moderation appropriate to year level	Active participant in assessment moderation appropriate to year level/s.
<b>APST 5.4</b>	No evidence of use of student data to assist in teaching and learning.	Limited evidence of use of student assessment data to assist in teaching and learning.	Positive efforts to use student data on assessment to prepare and plan for teaching and learning.	Teaching and learning strategies and experiences demonstrated quality interpretation of student assessment data.
<b>APST 5.5</b>	No evidence of an awareness of the importance of knowledge of reporting practices followed by the school. Has demonstrated inefficiencies in relation to keeping accurate student assessment information.	Has asked about school reporting practices but has demonstrated limited organisational abilities in relation to keeping accurate student assessment information.	Has collected information on reporting strategies followed by the school and demonstrated capacity to keep accurate student assessment records.	Has collected and assisted in reporting strategies followed by the school as well as demonstrating responsibility for keeping accurate student assessment records.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
<b>5. PROFESSIONAL CONDUCT</b>				
<b>APST 4.4</b> <b>APST 4.5</b> <b>APST 7.2</b>	No awareness of basic strategies established in legislative requirements that would support student well-being and safety within the school and teaching areas.  Shows limited awareness of issues associated with the selection and strategies for ethical and safe use of ICTs.	Awareness of most basic strategies established in legislative requirements that would support student well-being and safety within the school and for particular teaching topics, including field trips outside of school grounds.  Developing awareness of key issues for safe, responsible and ethical use of ICTs.	Consistently demonstrates knowledge of basic strategies established in legislative requirements that support student well-being and safety within the school and teaching areas.  In planning delivery of ICTs in classroom shows sound knowledge and understanding of safe, responsible and ethical use of ICTs.	Is proactive in using all appropriate strategies established in legislative requirements that support student well-being and safety within the school and teaching areas.  Thoughtful and explicit understanding shown of the safe, responsible and ethical use of ICTs in planning and delivery of lessons.
<b>APST 7.1</b>	Concerns raised by Supervising Teacher/site coordinator regarding some practices in relationships with students and/ or colleagues which raise ethical concerns.	Limited understanding of essential ethical practices in relationships with students and colleagues.	Application of essential ethical practices in relationships with students and colleagues.	Understands and consistently applies ethical practices in relationships with students and colleagues.

CRITERIA	Below Graduate Level (1)	Developing Towards Graduate Level (2)	Graduate Level (3)	Exceeding Graduate Level (4)
<b>APST 7.3</b>	<p>Has not demonstrated a commitment to seeking advice and information on the area of working with parents/carers.</p> <p>Reluctance to engage with opportunities provided to work with members of the school community.</p>	<p>When the opportunity was provided the Preservice Teacher has given limited time to observing or working alongside the administrator /Supervising Teacher with parents or carers.</p> <p>Limited time given to opportunities provided to work with members of the school community.</p>	<p>When the opportunity was provided, the Preservice Teacher has responded positively to observing or working alongside the administrator /Supervising Teacher with parents or carers.</p> <p>Has shown a willingness to work with members of the school community.</p>	<p>Actively seeks out opportunities to observe or work alongside the administrator/Supervising Teacher with parents or carers and to work with members of the school community.</p>
<b>Depending on school context APST 7.4</b>	<p>Does not attend professional development opportunities to broaden professional knowledge and practice.</p>	<p>Occasional attendance at professional development opportunities to broaden professional knowledge and practice.</p>	<p>Attends professional development opportunities to broaden professional knowledge and practice.</p>	<p>Actively seeks out and attends professional development opportunities to broaden professional knowledge and practice.</p>



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## Final Professional Experience Recommendations

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**School of Education and Professional Studies**

**Preservice Teacher** \_\_\_\_\_

**Student ID** \_\_\_\_\_

**School** \_\_\_\_\_

Please indicate which course your Preservice Teacher is completing

Course Name	Days completed			Year Level/Teaching Areas	
		Yes	No		
4699/4499EDN (GGT)	30	Yes	No	Year Level/Teaching Areas	
7888EDN (MPprimaryTeach)	25	Yes	No	Year Level/Specialisation Area	
7999EDN (Msec Teach)	25	Yes	No	Year Level/Teaching Areas	

**BEFORE SIGNING:** The final professional experience recommendations are to be completed and signed by: the Preservice Teacher, the Supervising Teacher, the School Coordinator and the University Liaison. The result for the professional experience component of the course is recommended to the School Assessment Board before finalisation of the course result. This is a non-graded university course. As a consequence, the Final Professional Experience Recommendations Form is a critical document for students as they graduate and apply for employment. Please refer to the Griffith University Handbook for more information.

Overall Professional Experience Result	
<b>Unsatisfactory</b> Yet to Meet Graduate Level expectations	<b>Satisfactory</b> Met Graduate Level expectations

**Signatures**

**Before this cover sheet is signed, please ensure that Sections 8 and 9 have been completed with all signatures.** Each of the signatories must retain a copy of this report for their records. The Preservice Teacher's signature indicates they have sighted this completed report.

Site coordinator's name	Signature
	Date
Supervising Teacher's name/s	Signature
	Date
HEI/University Liaison's name	Signature
	Date
Preservice Teacher's name	Signature
	Date