

7764EDN

Understanding Diverse Learners

Master of Secondary Teaching

Professional Experience Handbook

School of Education and Professional Studies

Professional Experience enquiries should be directed to:

Course Convenor <https://www.griffith.edu.au/study/courses/understanding-diverse-learners-10-18-7764EDN>

Professional Experience Office

Contacts for Preservice Teachers
Email: PST@griffith.edu.au
Email: educationconnect@griffith.edu.au
Email: studentconnect@griffith.edu.au

Contacts for School Coordinators and Supervising Teachers
Email: PEO@griffith.edu.au
Payment Email: PEO-payments@griffith.edu.au
Primary Schools: (07) 5552 7323 / (07) 55529782
Secondary Schools: (07) 373 55665 / (07) 55529784

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

IMPORTANT

Absences

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 Students who do not meet the threshold attendance will be withdrawn from the PEx or will not have the result carried over.

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

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

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

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

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

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

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

This document has been sent to all School Coordinators.

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

Queensland Professional Experience Reporting Framework Resources (DET)

Professional Experience Checklist – Roles and responsibilities for professional experience

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

Professional Experience Glossary – Key terms and acronyms

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

Professional Experience Reflections – For completion at conclusion of each placement

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

Professional experience details and dates

Trimester 1 Block placement	15 days Monday – Friday – over a 3-week block (see Sonia for specific dates)
Placement arrangement	One Preservice Teacher per Supervising Teacher (one teaching area)
Interim report	Wednesday of the second week or on the 8 th day of placement (see Course Site/Sonia for specific dates)
Final report	Friday of the last week or on the 15 th day of placement (see Course Site/Sonia for specific dates)

PEx Attendance

The 7764EDN PEx requires the completion of 15 days supervised teaching in classrooms. Days missed due to illness or local holidays must be made-up and added onto the placement completion dates, with adjustments to reporting due dates made accordingly. Preservice teachers are required to notify their School Coordinator and Griffith Liaison of absences days as soon as they occur and make-up must be approved by the Griffith Liaison. **Attendance is fulltime with start/finish times to mirror those expected of all teaching staff in the placement school.**

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

Course Work Component

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

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

Further Information

The PEO starts to arrange PEx placements months ahead of the scheduled date. Ensure your details are up to date on SONIA, including your living and travel situation.

If you have a personal situation or a health situation that may impact your attendance at PEx, please contact your Course Convenor asap.

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

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

Overview of Course

Course Name:

Understanding Diverse Learners

Course code: 7764EDN

This is the first of three courses in which a fully supervised professional experience block is to be completed. The course introduces Preservice Teachers to what it means to be a teacher of students in secondary schools and includes a 15-day block placement in a secondary school setting.

This course is framed by the Griffith Dimensions of Learning and Teaching. It facilitates a synthesised understanding of the influence of social and cultural context on young people's lives and learning, and the implications for education and for teaching. Preservice teachers engage in and critically consider pedagogical principles that respond to the diverse and complex interests and abilities of young people and apply these in an early stage 15 day professional experience placement in schools. The course consists of two non-graded assessment items one of which is the school based professional experience component. These courses build an important foundation for this course and professional experience placement requirements.

We acknowledge the school as a significant place of teacher education where Supervising Teachers are teacher educators modelling and guiding and then finally assessing the learning achieved by their Preservice Teachers under their supervision. Assessment of Preservice Teachers will influence their progress to the second professional experience in Trimester 2.

The placement is both a learning and assessment context. Learning by the Preservice Teacher should involve a combination of structured observations of their experienced supervisors, guided teaching experiences and guided development of reflective practice evidenced in written accounts. The Preservice Teacher will be assigned a Supervising Teacher at the school and both will have the support of a University Liaison.

The Preservice Teacher's activities during this placement should mirror that of the Supervising Teacher, for example, playground duty, school meetings.

Duty of care

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

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

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

Professional Experience Overview

Master of Teaching Professional Experience

Griffith University is committed to developing highly capable graduates for the teaching profession. Across the Master of Teaching program, all Preservice Teachers must complete a total of at least 60 supervised days. These days are distributed across three supervised teaching placements. Each professional experience placement represents a milestone in pre-service teacher learning and progress through the program.

Professional experience recommended sequence and reporting milestones

	Teaching, Reflections and Observations	Other Requirements
Week 1	<p>By the end of week 1: Getting to know the learners and first teaching</p> <ul style="list-style-type: none"> • Getting to know the learners and first teaching • Observe the class being taught by your Supervising Teacher for the first two days (at least) • May provide assistance and support to the Supervising Teacher in a role similar to that of a teacher's aide during these days • Teaching small segments (e.g. warmups, marking homework, working with individuals and small groups), teach parts of single lessons independently • Complete reflections for small teaching segments/lessons taught – a minimum of six to be completed by the end of the placement • Complete observations of Supervising Teacher's practice - a minimum of six to be completed by the end of the placement. 	<ul style="list-style-type: none"> • Work with the teacher in the daily operation of the school, (e.g. assembly, form class, playground duty, bus duty, staff meetings etc.) - this will build professional relationships with the Supervising Teacher(s) and students • Plan and implement small teaching segments/lessons for the last two days of week one • Discuss and reflect on lesson observations with your Supervising Teacher • Interact professionally with school, staff and students at all times.

Week 2	<p>The beginning of Week 2 to the end of Week 2: Observing, and increased demonstration of appropriate planning and teaching strategies for effective classroom learning and management</p> <ul style="list-style-type: none"> • Observing, and increased demonstration of appropriate planning and teaching strategies for effective classroom learning and management • Teach 3 to 4 single lessons/mini lessons or a sequence of 2-3 lessons taught across the week • Complete reflections for lessons taught - a minimum of six to be completed by the end of the placement • Complete observations of Supervising Teacher's practice - a minimum of six to be completed by the end of the placement • By no later than Wednesday of first week of block placement, discuss and finalise your interim report and plan specific development focus areas for the remaining period of placement with your Supervising Teacher. If at risk, the PEO and course convenor must be informed. • From Wednesday of Week 2 and no later than Friday of Week 2, discuss and finalise your interim report and plan specific development focus areas for the remaining one and a half weeks with your Supervising Teacher. If at risk, the Griffith Liaison and Course Convenor must be informed. 	<ul style="list-style-type: none"> • Work with Supervising Teacher in the daily operation of the school • Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher.
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Week 3/ Final Week

By Week 3, it is expected that the preservice teacher is demonstrating at an appropriate level for a first placement, planning and teaching strategies for effective management that provide a safe environment for learning with some personal initiative and independence

- Preservice teachers, where possible, should be building to sequences of lessons (e.g. small unit of work entailing 2-3 lessons) and where possible managing 1-2 half days by the end of final week.
- Complete reflections for lessons taught - a minimum of six to be completed by the end of the placement
- Complete observations - a minimum of six to be completed by the end of the placement.
- **By the end of Week 3, it is expected that the preservice teacher is demonstrating at an appropriate level for a first placement, planning and teaching strategies for effective management that provide a safe environment for learning with some personal initiative and independence**
- **On the last day of block placement, the final report is to be discussed and submitted by Supervising Teacher(s), preservice teacher and Griffith Liaison.**
- **Upload your fully signed and completed final report to SONIA.**

- Work with the Supervising Teacher in the daily operation of the school
- Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher
- **The liaison may be contacted at any time for advice.**
- **Submit your fully signed and completed final report to SONIA.**

Professional experience requirements

As an early stage placement, this professional experience introduces preservice teachers to the Australian Professional Standards for Teachers (APST). The preservice teacher should take the role of adult learner and take responsibility for working and learning effectively in the school environment to complete the requirements of the placement. These include:

- completion of observations and reflections
- completion of lesson plans and implementation of learning and teaching activities in class, as guided by the supervising teacher
- participation in professional learning conversations with Supervising Teacher/s and relevant school-based staff, showing commitment to professional learning for the improvement of student learning.

Preservice Teachers' responsibilities

- Be professional at all times—in communication, manner and appearance.
- Negotiate processes and timelines for planning lessons, submitting to supervising teacher for guidance and feedback, return of lessons etc in a timely manner.
- Remember to sign in and sign out at the office every morning and afternoon.
- Keep your Griffith Student ID and blue card on your person at all times.
- Offer assistance if a staff member needs help.
- Work together with peers – where documents are provided, only one person collects a document and then share with everyone.
- Follow the directions of the School Coordinator and supervising teacher.

All 15 days are compulsory. Starting and finishing times will vary from school to school. It is expected that preservice teachers keep the same hours of a teacher, as directed by the School Coordinator, and attend the full sixteen days.

Professional experience folder

Preservice teachers are required to develop and maintain a working folder (ring binder) and a resource collection. A member of the university supervising team will review the working folder and resource collection as either satisfactory or unsatisfactory during your placement. Resources and a checklist for this folder can be found under Assessment on the course site.

The working folder will include all teaching, planning, observation notes and reflections relevant to the current professional experience. This Handbook must be at the front of the folder from the first lead-in day. The working folder should be with you daily and available if requested.

Sections:

- personal profile
- school information / policies
- class information

- unit plans (as provided by the Supervising Teacher)
- lesson plans, teacher feedback, self-reflections (a minimum of six self-reflections)
- observations - formal classroom observations are required on lead-in days and each day of Week 1 block placement (9 in total).

PLEASE NOTE: The observation section must include classroom layouts and at least nine (9) lesson observations, with a focus on practices that influence effective classroom management.

The **resource collection** should contain documentation collected for this professional experience. This collection should include:

- Planning in various curriculum areas
- Approaches to classroom management
- Notes from talks given by the school administration team
- Resources and any samples of resources developed for this placement
- Work samples: anonymised samples of work from students during this placement

Professional experience folder checklist

The professional experience folders checklist (see Appendix) is provided for preservice teachers and Supervising Teachers:

- as a tool to aid a quick check of what is required in the folders, and
- as a way to rate preservice teacher achievement in addressing the folder requirements.

A guide to using the criteria for making judgements of preservice teachers

- The School of Education and Professional Studies, Griffith University, values our school partnerships and emphasises that learning to become a teacher is a joint responsibility.
- Griffith will support the Preservice Teacher with a visiting Griffith University Liaison.
- We view the school placement as a continuation of the preservice teacher learning that has begun on campus. The following table is a brief overview of the learning continuum across the two sites this trimester using the five criteria from the professional experience report and showing the relationship with the Australian Professional Standards for Teachers.
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Learning to become a teacher		
Criteria	University Site ... the courses and academics	School Site ... the school and supervisors
1. Planning and preparation of lessons <i>APST 1,2, 3, 5</i>	<ul style="list-style-type: none"> • develop broad content for teaching areas to develop knowledge of current and future curriculum teaching areas • teach lessons and unit planning • build knowledge of learners and their diversity • advise on a range of lesson planning considerations specific to different teaching areas 	<ul style="list-style-type: none"> • advise on preferred planning templates; guided planning • introduce specific school resources and policies for using these in preparation for teaching • provide feedback on planning, in particular on timing of activities for the particular lesson duration

	<ul style="list-style-type: none"> provide lectures and tutorials using experienced teachers and visiting education officers 	<ul style="list-style-type: none"> provide advice about appropriate strategies to design a series of lessons
2. Teaching skills APST 1,2, 3, 5	<ul style="list-style-type: none"> teach, model and enable demonstration of general teaching strategies teach and enable demonstration of specific strategies for teaching areas; provide lectures and tutorials delivered by experienced teachers <p>(See course outline for further details)</p>	<ul style="list-style-type: none"> demonstrate and explain structure and pacing of lesson delivery model a range of strategies to different classes including the use of site-specific technologies teach with the preservice teacher in early stage of this placement provide feedback on all lessons – both oral and written (written feedback on most)
3. Communicating with students APST 4	<ul style="list-style-type: none"> teach and enable practice of effective communication strategies teach and demonstrate effective communication skills through use of information technology, classroom and behaviour management skills provide lectures and tutorials delivered by experienced teacher and visiting experts 	<ul style="list-style-type: none"> explain specific school resources and policies demonstrate effective communication strategies across a range of classes teach with the preservice teacher in early stage of this placement
4. Demonstrating professional behaviour APST 6, 7	<ul style="list-style-type: none"> emphasise and clarify appropriate dress and ethical behaviours for the profession provide code of conduct and ethical behaviour expectations teach and model strategies for professional communication with members of the school community 	<ul style="list-style-type: none"> discuss specific school expectations guide and give feedback on expectations throughout the placement share expectations of code of conduct and ethical behaviour encourage and model professional communication with members of the school community
5. Demonstrating commitment to professional learning APST 6, 7	<ul style="list-style-type: none"> teach skills for observation and reflection on knowledge and professional practice provide some exemplar formats to assist reflection encourage student membership of professional associations 	<ul style="list-style-type: none"> monitor working folder to ensure the preservice teacher is meeting the professional experience requirements facilitate involvement of preservice teacher in activities in the wider school context

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

Stage 1 Week 1	Model and discuss expectations that reflect the criteria for this placement.	Discuss observations made by the preservice teacher.	Gradually introduce the preservice teacher to teaching in the classroom, progressing from shared teaching segments to independent teaching of lessons across the curriculum.	Provide written and verbal feedback on lessons delivered by the preservice teacher.
Stage 2 Interim report – Middle of Week 2	In discussion with the preservice teacher, consider evidence to make a decision on progress to this point.	In discussion with the preservice teacher, develop an action plan for progression during the remaining week.	If any of the indicators within the criteria are identified as a concern, email or fax interim report to the Professional Experience Office.	Continue to provide written and verbal feedback on lessons delivered by preservice teacher.
Stage 3 Week 3	Provide increased teaching time for the preservice teacher.	Continue to model all aspects of teaching and provide advice.	Continue to discuss with the preservice teacher how to use areas of strengths to build areas of weakness.	Continue to provide written and verbal feedback on lessons delivered by preservice teacher.
Stage 4	Last day of placement	In consultation with University Liaison and School Coordinator, consider evidence to make a decision on readiness of preservice teacher to progress to the next professional experience course.		
<p>Out of classroom activities:</p> <p>It is expected that preservice teachers will participate in all aspects of school life as determined by the Supervising Teacher and School Coordinator. However, the expectations of participation should be within reasonable bounds. It is a legal requirement that preservice teachers must be supervised at all times.</p> <p>Please ensure that where possible, the preservice teacher experiences (under supervision), the range of a teacher's responsibilities, classroom and beyond, such as</p> <ul style="list-style-type: none"> • playground supervision, • school meetings (staff; curriculum; parents/carers; teacher aides), • professional development activities, • support staff (administrative staff, teacher aides), • school events. 				

Classroom observations

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

- Curriculum,
- planning and assessment,
- selection of resources,
- teaching strategies/approaches,
- developing interpersonal relationships,
- managing the classroom environment and student behaviour.

When preservice teachers observe a teacher some of these aspects will be very evident. Aspects that are less likely to be obvious are the planning and assessment components and the preservice teacher may need to ask the teacher to explain these. Formal classroom observations are required on days of the block placement (approx. 9 in total).

Lessons

Lessons should be based on observations of Supervising Teacher's lessons. Lessons taught should be listed in an index in your PEx folder. Written feedback from the Supervising Teacher on lessons taught by the preservice teacher is encouraged (see proforma provided).

The format for lesson plans is to be negotiated between the preservice teacher and the Supervising Teacher. Planning should include details concerning:

- goals for group (for lesson) and for individuals (individual learning goals),
- teaching equipment and materials required (resources),
- organisational procedures to be used (students and staff),
- teaching phases (including introduction & conclusion) and teaching strategies,
- evaluation of learning outcomes (student performance data) and teaching competency (reflection).

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

Reflections

Reflections on your lesson planning, teaching and classroom management are essential to ongoing development as a teacher. When time is taken to critically reflect preservice teachers will learn from what works well and from what does not work so well. Preservice teachers should use focused and general observation and feedback templates in the *Professional Experience Guidelines* (or as advised by the Course Convenor) for written reflections. Reflection periods after each lesson should be provided for the preservice teacher to document assessment data on student performance, reflect on personal teaching practice, and document a reflection. A reflection is required for each lesson taught. preservice teachers and Supervising Teachers should regularly engage in conversations about reflections and teacher feedback.

Assessment

Interim report

The interim report is a written report compiled by mid-point of the professional experience block. It focuses on the Preservice Teacher's progress to that point. It is suggested that the Supervising Teacher indicate the Preservice Teacher's strengths and weaknesses. This report is crucial – particularly for below standard ratings to allow genuine time for improvement. Please provide comments as well as completing tick box criteria.

Discussion should then highlight the ways in which the perceived strengths can be further developed and the weaknesses addressed in future teaching situations. Please refer to the Interim Report Professional Learning Plan. An online interim report will be available to School Coordinators and Supervising Teachers on Sonia. After completion, the Preservice Teacher should review the interim report, discuss it with the Supervising Teacher and submit online. The Griffith Liaison will then review and submit online.

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

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

At risk

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

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

Final report

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

If an *Unsatisfactory* result has been given on any criterion, please contact the Griffith Liaison immediately. Refer to 'Final report' section of Professional Experience Guidelines.

Any concerns over a final assessment, the University Liaison will contact the Course Convenor.

Report submission

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

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

- Interim reports in which Preservice Teachers are identified 'at risk', and related processes (once completed and signed) submitted at the mid-point of professional experience.
- All final reports, once completed by Supervising Teachers, must be submitted within three (3) working days of the final day of placement. Further details will be advised by the Professional Experience Office.

Appendix

- Moderation
- Interim report guidelines for determining the level of achievement for each criterion
- Final professional experience recommendations guidelines for determining level of achievement for each criterion

Moderation

The Griffith Professional Experience Moderation (PEM) process consists of a number of strategies and milestones for every supervised professional experience, including the final one. Our process aims to be effective, fair and transparent, while not demanding excessive time from the school or the university personnel. To achieve this, it does require all participants in the process – school Supervising Teacher and University Liaison staff as well as the Preservice Teacher to prepare for the professional experience by becoming familiar with the Griffith documents sent. These include important requirements that must be met, as well as giving advice and supporting tools.

The PEM Process includes a number of documents and personnel. It begins with Griffith Professional Experience Guidelines and the relevant Professional Experience handbook. The process includes a number of steps, personnel and resources.

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

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

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

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

Relevant for early stage professional experience

Criteria	Concerns with Development	Progressing satisfactorily
Planning and preparation of lessons	<ul style="list-style-type: none"> • Limited knowledge of the content and 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 content and 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 skills – (as delivered in the classroom)	<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.
Communicating with students – (managing for learning)	<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.
Demonstrating professional behaviour	<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.
Demonstrating commitment to professional learning	<ul style="list-style-type: none"> • Does not respond to Supervising Teacher’s advice • Does not participate to a reasonable level in out of class school activities where invited • Fails to maintain satisfactory documentation of materials related to this professional experience • Provides minimal evidence of the development of reflective practice. 	<ul style="list-style-type: none"> • Follows Supervising Teacher’s advice and attempts to implement suggestions • Participates to a reasonable level in out of class school activities where invited • Maintains satisfactory documentation of materials related to this professional experience and has these available for the supervisor, University Liaison and the school co-ordinator • Satisfactory evidence of the development of reflective practice.

Final report guidelines for determining level of achievement for each criterion

Relevant for early stage professional experience

Criteria	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 3 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.

Criteria	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 3 Above satisfactory
	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.
	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.
Section 3: Managing effectively – create safe and supportive learning	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.
	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.
Section 4: Assessing and recording learning	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.
	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.
Section 5: Professional Conduct	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.
	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.

