

# **7752EDN PEDAGOGIES FOR ENGAGED LEARNING: PRIMARY**

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

[www.griffith.edu.au/study/courses/pedagogies-for-engaged-learning-primary-7752EDN](http://www.griffith.edu.au/study/courses/pedagogies-for-engaged-learning-primary-7752EDN)

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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)  
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Email: [PEX-crisis@griffith.edu.au](mailto:PEX-crisis@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) 3735 5977  
Secondary Schools: (07) 5552 9784 / (07) 3735 5665

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**General Information:** [www.griffith.edu.au/arts-education-law/school-education-professional-studies/professional-experience-placements](http://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 Students who do not meet the threshold attendance will be withdrawn from the PEX.

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

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

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

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

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

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

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

This document has been sent to all School Coordinators.

Preservice Teachers will find this document on SONIA and on the L@G course site for 7752EDN.

## Griffith Professional Experience Guidelines

This 7752EDN Professional Experience Handbook is accompanied by the Griffith Professional Experience Guidelines, which provides details of roles, processes and policies applicable to all professional experience placements including:

- Roles and Responsibilities
  - Preservice Teacher
  - Supervising Teacher
  - School-Based Professional Experience Coordinators
  - University Liaisons
- Duty of Care
- Professional Experience Folders, Materials and Resources
- Assessment Processes
- Moderation Processes
- At Risk Processes
- Literacy and Numeracy Expectations
- Index of Essential Information (Alphabetical)
- Absences, Accidents, Attendance, Blue cards, Codes of Conduct, Conflict of Interest
- Appendices
  - Australian Professional Standards for Teachers
  - Professional Experience Proformas

## Queensland Professional Experience Reporting Framework Resources

- Queensland Professional Experience Reporting Framework  
<https://teach.qld.gov.au/becomeATeacher/steps-to-become-a-teacher/Documents/prof-exp-framework.pdf>

## Overview of professional experiences

### Master of Teaching – Primary Professional Experience Summary

Griffith University is committed to developing highly capable graduates for the teaching profession. In the Master of Teaching Program, three stages of *Learning to Become a Teacher* have been identified in the planned program.

Griffith refers to these as *Early Stage*, *Middle Stage* and *Final Stage*.

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

Across the Master of Teaching program all students must complete a minimum total of 60 supervised days as scheduled. These days are distributed across three supervised teaching periods. Each professional experience represents a milestone in each Preservice Teacher's learning. Preservice Teachers must successfully complete these in this sequence:

- 7750EDN - Early Stage: Understanding Teaching (15-day early-stage placement)
- 7752EDN - Middle Stage: Pedagogies for Engaged Learning: Primary (20-day middle stage placement)
- 7888EDN - Teaching for Impact in Primary School (25-day graduate stage placement)

The handbooks for 7750EDN, 7752EDN and 7888EDN provide specific guidance for implementing, assessing and reporting on professional knowledge and practice relevant to each stage; and the accompanying Griffith Professional Experience Guidelines provide detailed information about processes and policies applicable to all professional experience placements across the program.

### Master of Primary Teaching - Program Overview

Year	Tri	Course Code	Course Name	Placement Stage	Placement Days
1st	1	7164EDN	Understanding the child learner		
		7113EDN	Language, literacy and literature: prep to year 3		
		7111EDN	Working mathematically: prep to year 3		
		7750EDN	Understanding Diverse Learners: Primary	Early stage	15 days
	2	7114EDN	Language, literacy and literature: years 4 to 6		
		7112EDN	Working mathematically: years 4 to 6		
		7115EDN	Health & physical learning: prep to year 6		
		7752EDN	Pedagogies for Engaged Learning: Primary	Middle stage	20 days
	3	7116EDN	An inquiry approach to science		
		7121EDN	The Arts: prep to year 6		
		7404EDN	Research informed teaching		
		7409EDN	First Australians, diverse cultural identities and communities		
2nd	1	7124EDN	Technologies in the primary classroom		
		7118EDN	Understanding the world we live in (HASS): prep to year 6		
		7413EDN	Understanding impact in primary schools		
		7888EDN	Teaching for impact in primary schools	Graduate stage	25 days

[www.griffith.edu.au/study/degrees/master-of-primary-teaching-5587](http://www.griffith.edu.au/study/degrees/master-of-primary-teaching-5587)

## Knowledge, skills and learning experiences on commencement of 7752EDN professional experience

Preservice Teachers in the 7752EDN Pedagogies for Engaged Learning: Primary are in the first year, second trimester of the program. They have completed:

- An early-stage professional experience course, 7750EDN (including 15 continuous days in a primary school setting), which required the planning, teaching and management of single lessons and sequences of lessons (or small units of work) across the curriculum, independently and with scaffolding and support from the Supervising Teacher;
- Coursework covering a broad introduction to concepts, principles and theories related to learners and learning, designing for and creating learning experiences for diverse learners, social and cultural contexts and communities and social and political influences on education;
- Coursework to develop pedagogical content knowledge and content knowledge across the Primary school curriculum, including professional knowledge skills and processes related to curriculum, teaching and assessment in Primary schools. Coursework being completed in the same trimester as this placement includes:
  - 7112EDN Working Mathematically in the later Primary Years
  - 7114EDN Language, Literacy and Literature in the Primary Years
  - 7115EDN Health and Physical Learning in the Primary Years
- Related coursework for 7752EDN engages students in pedagogies and pedagogical approaches that create a positive learning environment, support student motivation, and facilitate positive engagement in learning. Students consider different sources of data and evidence of student learning, and its role in planning, teaching and assessment for learning, along with a focus on managing challenging behaviour, understanding of the QCT code of Ethics and Professional Boundaries, and relevant legislative and organisational policies and processes, along with demonstrating an understanding of the APSTs in identifying professional learning needs.
- Professional knowledge skills and processes related to curriculum, teaching and assessment in primary schools, including specialised pedagogical content knowledge in one of three possible curriculum areas: Mathematics, English or Science. This occurs through the completion of:
  - Core Curriculum Course A – in selected curriculum area
  - Core Curriculum Course B - in selected curriculum area
  - 7413EDN Understanding Impact in Primary Schools (Assessment 1 focus on selected curriculum area); and
  - 7888EDN Teaching for Impact in Primary Schools (professional experience and GTPA focus on selected subject area).

## Overview of Course

**7752EDN Pedagogies for Engaged Learning: Primary** - This is a middle stage placement in which Preservice Teachers have their second experience of working in classrooms, managing learning, and should demonstrate emerging autonomy and professionalism in planning and teaching single lessons and sequences of lessons with some guidance. The placement is undertaken over 20 days, full-time in classrooms, with Supervising Teachers providing orientation to, support for, and eventual assessment of the development of professional knowledge and practices related to planning, teaching, managing learning, assessing student learning and providing feedback, working with data and evidence of student learning, and working effectively in a professional learning environment along with relevant legislation, policies and processes and the APSTs.

## Coursework summary

In this course, students identify and apply pedagogies and pedagogical approaches that create a positive learning environment, support student motivation and facilitate positive engagement in learning. Students consider different sources of data and evidence of student learning, and its role in planning, teaching and assessment for learning. This learning is applied to and drawn from a full-time 20-day experience placement in schools. The course consists of two non-graded assessment items one of which is the school based professional experience component (placement Final Report) that evidences professional knowledge, practice and learning across the APST appropriate for middle stage placements. The second assessment item is drawn from the preservice teacher's PEx placement, it is important to recognise and be aware of the connection to Task 2 and the requirement for collecting and collating data and evidence of student learning and the planning, structuring and implementation of a sequence of lessons during the placement, which is required for Task 2 (see Task 2 requirements on the course site).

## Duty of Care

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

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

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

## Professional Experience Dates

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

## Notes for Preservice teachers

### PEX Attendance

The 7752EDN PEX requires the completion of 20 days supervised teaching in classrooms. Days missed due to illness or local holidays must be made-up and added onto the placement completion dates, with adjustments to reporting due dates made accordingly. Preservice teachers are required to notify their School Coordinator and Griffith Liaison of absent 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 as soon as feasible 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](mailto: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.



## Professional Experience Overview

For the period of the placement, Supervising Teachers are asked to lead and facilitate the following scaffolded progression for Preservice Teacher learning, appropriate to this middle stage placement, which consolidates and extends the Preservice Teacher's capabilities in planning, teaching and managing learning in classroom settings. Under supervision in a teaching setting, Preservice Teachers plan, implement and evaluate lesson sequences using knowledge and evidence of student learning, appropriate pedagogical approaches, (e.g., differentiation), considering learner diversity, content and effective teaching and classroom management strategies. The requirements of the professional experience placement are outlined below.

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

The Supervising Teacher and Preservice Teacher are to negotiate the teaching load across the professional experience. The Preservice Teacher should mirror the day of the Supervising Teacher at all times unless otherwise advised. Where there is more than one Supervising Teacher, the Preservice Teacher and Supervising Teachers should negotiate with whom they will be assigned on the below occasions.

Requirements for Preservice Teacher		
Timing	Teaching, reflections, and observations	Other requirements
	<b>Week 1: Orientation to setting, students and curriculum</b>	
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Observation and acquisition of knowledge about the students, including review of available data (with Supervising Teacher), and evidence of student learning to develop planning.</li> <li>• By the end of Week 1, in conjunction with the expected observations, general classroom interactions to familiarise themselves with the students, establish a presence in the room, and preparing at least 2 formalised reflections, the PST should have taught: <ul style="list-style-type: none"> <li>- two stand-alone lessons; or</li> <li>- small learning episodes (e.g. for early years classes this might include transitions, daily routines/roll marking or story sharing) and/or</li> <li>- teach parts of single lessons (e.g. a particular group/activity in rotations (independently))</li> </ul> </li> </ul> <p>Despite the lesson delivery in episodes and/or a single lesson "part" PST investment in teaching time and preparation should reflect that required for teaching two stand-alone lessons.</p> <ul style="list-style-type: none"> <li>• Focus on strategies for monitoring progress of student learning (e.g., formative assessment) during these lessons.</li> <li>• You may also provide assistance and support to the Supervising Teacher in a role similar to that of a teacher's aide during the first few days.</li> <li>• Complete reflections for small teaching segments/lessons taught – a minimum of six to be completed by the end of the placement (to go in the PEx folder).</li> <li>• Complete observations of Supervising Teacher's practice - a minimum of six to be completed by the end of the placement (to go in the PEx folder).</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with classroom management techniques used by the Supervising Teacher in terms of ensuring a safe and supportive learning environment for student wellbeing and safety.</li> <li>• Become familiar with existing curriculum plans (e.g., unit plans) for the term, the range of data about student learning and achievement, and the use of data to inform planning and teaching.</li> <li>• Discuss the requirements for Task 2 with the supervising teacher.</li> <li>• Ensure you are using the Task 2 checklist from this week onwards to stay on track for the requirements of Task 2, which is linked to the PEx.</li> <li>• Plan collaboratively with the Supervising Teacher to identify teaching opportunities and a planning/teaching timetable for the placement -this may be reviewed and adjusted accordingly throughout the placement.</li> <li>• Ongoing participation in supportive teaching and learning activities (e.g., small group work) to establish a teaching role in the setting.</li> <li>• Work with the Supervising 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.</li> <li>• Plan, implement, evaluate and reflect on the lessons and sequences of lessons with the Supervising Teacher.</li> <li>• Plan for notes on annotations on sequences of lessons across the PEx for Task 2.</li> <li>• Discuss and reflect on lesson observations with the Supervising Teacher.</li> <li>• Interact professionally with school, staff and students at all times.</li> <li>• Keep the PEx folder up to date with lessons planned, resources, Task 2 checklist and resources, reflections on lessons taught, notes on data and evidence, notes on behaviour/classroom management, application/adherence to QCT Code of Ethics, QCT Professional Boundaries and legislative and policy requirements for the role of the preservice teacher, including reflecting on progress to the APSTs.</li> </ul>

**Week 2: Increasing opportunities for evidence-based planning, teaching, and managing learning. Planning, observation, feedback, and reflection continue, and teaching gradually increases.**

<p style="text-align: center;"><b>Week 2</b></p>	<ul style="list-style-type: none"> <li>• Plan and implement two planned lessons per day, including one half day of teaching or connected sequences of lessons.</li> <li>• By the end of this week, you will have adopted one class/subject from the Supervising Teacher’s timetable and be teaching sequenced lessons.</li> <li>• Involvement in monitoring and assessing progress of student learning, provision of formative/summative feedback to students, and the use of a range of evidence and data to inform planning for impact on student learning.</li> <li>• You should continue to use a range of data and evidence of student learning progress to plan and implement connected sequences of lessons (or small units of work) with scaffolded guidance and structured supervision from you Supervising Teacher.</li> <li>• Continue to complete reflections for lessons taught.</li> <li>• Continue to complete observations of Supervising Teacher’s practice.</li> <li>• Continue to discuss and apply the Supervising Teacher’s feedback to document the professional learning in the PEx folder.</li> <li>• Manage classroom, student safety and wellbeing and behaviour.</li> <li>• <b>By Week 2, it is expected that the preservice teacher is demonstrating at an appropriate level for a second placement, planning and teaching strategies for effective management that provide a safe environment for learning with initiative and more independence.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to meet regularly with the Supervising Teacher to discuss progress with planning, teaching, managing learning, and opportunities for participating in student assessment and feedback; as well as the approach to professional learning with respect to the APSTs and preservice teacher’s progress during PEx.</li> <li>• Plan, implement, evaluate and reflect on lessons and sequences of lessons with the Supervising Teacher.</li> <li>• You should be involved (where possible), in monitoring progress of student learning and the provision of formative feedback to students, and the use of a range of evidence and data to inform you planning, teaching and feedback.</li> <li>• Work with the Supervising Teacher to review unit planning to provide curriculum context, and review data to provide evidence of student achievement and progress (as appropriate).</li> <li>• The Supervising Teacher will be providing scaffolded guidance, structured supervision, and feedback on planning and assessment practices (lessons should be provided to the Supervising Teacher well in advance for feedback and adjustments prior to teaching).</li> <li>• Ensure you are using the Task 2 checklist to stay on track for the requirements of Task 2, which is linked to the PEx (Task 1). Take notes on annotations on sequences of lessons across the PEx for Task 2.</li> <li>• Ongoing participation in supportive teaching and learning activities (e.g., small group work) to establish a teaching role in the setting.</li> <li>• Continue to work with the Supervising Teacher in the daily operation of the school.</li> <li>• Continue to interact professionally with school, staff and students at all times.</li> <li>• Keep the PEx folder up to date with lessons planned, resources, Task 2 checklist and resources, reflections on lessons taught, notes on data and evidence, notes on behaviour/classroom management, application/adherence to QCT Code of Ethics, QCT Professional Boundaries and legislative and policy requirements for role of the preservice teacher, including reflecting on progress to the APSTs.</li> <li>• By Day 9 discuss and finalise the interim report with the supervising teacher.</li> </ul>
<p><b>End Week 2</b></p>	<p><b>From Wednesday of Week 2 (no later than Friday), discuss and finalise the interim report with ST. Consider the interim report as a guideline and plan specific focus areas alongside the APSTs for the remaining weeks in a Professional Learning Plan. If at risk, the PEO and Griffith Liaison must be informed.</b></p>	

<b>Week 3: Emphasis on evidence-based planning and implementation of connected sequences of lessons</b>		
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Plan, implement and teach four sequenced lessons per day, including two to three half days of teaching.</li> <li>• By the middle of this week, you will have adopted two classes from the Supervising Teacher's timetable.</li> <li>• Involvement in monitoring and 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.</li> <li>• You should continue to use a range of data and evidence of student learning progress to plan and implement connected sequences of lessons (small units of work) with scaffolded guidance and structured supervision from you Supervising Teacher.</li> <li>• Continue to complete reflections for lessons taught.</li> <li>• Continue to complete observations of Supervising Teacher's practice.</li> <li>• Continue to discuss and apply the Supervising Teacher's feedback to document the professional learning in the PEx folder.</li> <li>• Manage classroom, student safety and wellbeing and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to meet regularly with the Supervising Teacher to discuss the progress and opportunities for demonstrating achievement related to the final report for this placement in the areas of planning, teaching, managing learning, including (where appropriate) assessment of and feedback on student learning, as well as the approach to professional learning. The Supervising Teacher will provide written feedback as much as possible.</li> <li>• The final report and guide for making judgements provide a reference point for evaluating progress and planning learning throughout this final phase of the placement.</li> <li>• Continue to work with the Supervising Teacher in the daily operation of the school.</li> <li>• Plan, implement, evaluate and reflect on the lessons and sequences of lessons with the Supervising Teacher.</li> <li>• Ensure you are using the Task 2 checklist to stay on track for the requirements of Task 2, which is linked to the PEx (Task 1). Continue to take notes for annotations on sequences of lessons across the PEx for Task 2.</li> <li>• This week you should teach sequences of lessons which you draw from for the sequenced lesson part of Task 2. Ensure you are using the checklist to make notes on these lessons and the planning for these to prepare you to complete Task 2.</li> <li>• Meet with the Supervising Teacher (i.e., end of week 3 or day 14) to discuss the evidence of achievement to date, relevant to the professional experience placement requirements, as outlined on the 7752EDN Final Report.</li> <li>• Keep the PEx folder up to date with lessons planned, resources, Task 2 checklist and resources, reflections on lessons taught, notes on data and evidence, notes on behaviour/classroom management, application/adherence to QCT Code of Ethics, QCT Professional Boundaries and legislative and policy requirements for the role of the preservice teacher, including reflecting on progress to the APSTs.</li> </ul>
<b>End Week 3</b>	<p><b>By Week 3, it is expected that the preservice teacher is demonstrating at an appropriate level for a second placement, planning and teaching strategies for effective management that provide a safe environment for learning with increasing initiative and independence.</b></p>	

<b>Week 4: Progressive demonstration and assessment of knowledge and practice achievements relevant to middle stage placement.</b>		
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Plan, implement and teach four sequenced lessons per day, including two to three half days of teaching.</li> <li>By the middle of this week, you will have adopted approximately three classes from the Supervising Teacher's timetable (depending on context).</li> <li>Involvement in monitoring and 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.</li> <li>You should continue to use a range of data and evidence of student learning progress to plan and implement connected sequences of lessons (small units of work) with scaffolded guidance and structured supervision from you Supervising Teacher.</li> <li>Continue to complete reflections for lessons taught.</li> <li>Continue to complete observations of Supervising Teacher's practice.</li> <li>Continue to discuss and apply the Supervising Teacher's feedback to document the professional learning in the PEx folder.</li> <li>Manage classroom, student safety and wellbeing and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to complete observations and reflections on teaching, feedback and document professional learning as the placement progresses.</li> <li>Continue to meet regularly with the Supervising Teacher to discuss the progress and opportunities for demonstrating achievement related to the final report for this placement in the areas of planning, teaching, managing learning, including (where appropriate) assessment of and feedback on student learning, as well as the approach to professional learning. The Supervising Teacher will provide written feedback as much as possible.</li> <li>Ensure you continue to use the Task 2 checklist to stay on track for the requirements of Task 2.</li> <li>Teach sequences of lessons which you can draw from for the sequenced lesson part of Task 2. Ensure you are using the Task 2 checklist to make notes on these lessons and the planning for these to prepare you to complete Task 2.</li> <li>The final report and guide for making judgements provide a reference point for evaluating progress and planning learning throughout this final phase of the placement.</li> <li>Continue to work with you Supervising Teacher in the daily operation of the school.</li> <li>Plan, implement, evaluate and reflect on the lessons and lesson sequences with the ST.</li> <li>Keep the PEx folder up to date with lessons planned, resources, Task 2 checklist and resources, reflections on lessons taught, notes on data and evidence, notes on behaviour/classroom management, application/adherence to QCT Code of Ethics, QCT Professional Boundaries and legislative and policy requirements for the role of the preservice teacher, including reflecting on progress to the APSTs.</li> <li>Meet with the Supervising Teacher (e.g., end of week 4 or day 20) to discuss the evidence of achievement relevant to the professional experience placement requirements, as outlined on the 7752EDN Final Report.</li> <li>The Supervising Teacher, preservice teacher, site coordinator and University Liaison sign the final report and submit via Sonia (check PEO requirements).</li> </ul>
<b>End Week 4</b>	<p><b>On the final day, the Supervising Teacher discusses the Final Report with preservice teacher. Longer Term Goals Form (located in Professional Experience Guidelines) is to be completed by the preservice teacher in conjunction with the Supervising Teacher (see appendix 1 in this Handbook.)</b></p>	

## 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. This is the second professional experience for the Master of Teaching students and thus supervision and judgements should be based on expectations of learning at the early stage of becoming a teacher. This is a critical professional experience in relation to their progression in the program.
- Griffith will support you with a visiting Griffith University Liaison.
- As Master of Teaching students, these Preservice Teachers entered with an undergraduate degree (some may have more) and this provides the relevant content knowledge for some of the key teaching areas. Please talk with your Preservice Teacher in order to gain knowledge of the breadth and depth of their content and background.
- The professional experience placement is an integral part of the Preservice Teacher's learning which incorporates the university-based coursework. The following table is a brief overview of the **minimum** campus coursework completed by Master of Teaching students before attending this second placement.

Course	Brief Description
<b>Understanding the child learner</b>	Emphasis is on a working knowledge of the development of children, contemporary theories of learning and development, and a critical understanding of how social and cultural factors may impact on individuals and groups of children.
<b>Mathematics One: Working mathematically for Prep to Year 3</b>	This course enables preservice teachers to utilise their knowledge and skills in planning, monitoring and assessing working mathematically in Early Years contexts.
<b>Language, literacy and literature for Prep to Year 3</b>	This course explores how children acquire language and become literate. It examines how literature can be used to support emergent and early literacy.
<b>Understanding teaching</b>	This course introduces preservice teachers to what it means to be an educator of children in primary education. Preservice Teachers will explore and compare historical and contemporary perspectives of childhood, contemporary theories, and professional and ethical practices.
<b>Working mathematically in the later primary years</b>	This course develops preservice teachers' deep understandings of mathematics content, pedagogy, assessment and curriculum knowledge to support their teaching of Number and Algebra, Measurement and Geometry, and Statistics and Probability in the primary years of schooling.
<b>Language, literacy and literature in the primary years</b>	This course develops pre-service teachers' repertoire of inclusive teaching practices that engage primary students and promote English literacies. The course also focuses on literary texts for Years 4-6, as well as 'reading and writing to learn' with informative and persuasive texts.
<b>Health and Physical Learning in the primary years</b>	This course will provide pre-service teachers an understanding of the multidimensional nature of health and physical education as well as the essential knowledge and communication skills necessary to successfully plan, teach, assess and evaluate health and physical education lessons throughout the schooling years Prep – 6.
<b>Pedagogies for Engaged Learning: Primary</b>	This course consists of a 20-day placement and explores ways to establish safe and supportive classroom environments, foster pro-social behaviours, and maintain positive relationships with children and their families.

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

Stage 1/Week 1 - 2	Stage 2/Week 2 Friday - Mid-point of placement – Interim Report	Stage 3/Week 3	Stage 4/Week 4 Last day of placement – Final Report.
<p><b>Supervising Teacher</b></p>	<p><b>Supervising Teacher</b></p>	<p><b>Supervising Teacher</b></p>	<p><b>Supervising Teacher</b></p>
<ul style="list-style-type: none"> <li>• The Supervising Teacher is modelling practices and provides initial information and feedback to the Preservice Teacher on middle stage practices related to observations, classroom interaction and management techniques; outlines processes of planning and implementation of curriculum in that setting; introduces processes of using a range of evidence and data to monitor student learning.</li> <li>• Supervising Teacher shares term and unit planning to provide curriculum context, and shares data and evidence of student achievement and progress (as appropriate), 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising Teacher and Preservice Teacher meet at the midpoint of the placement (e.g. Wednesday of Week 2/Day 7)) to discuss Preservice Teacher progress towards the professional experience requirements, and collaboratively complete the interim report and professional learning action plan.</li> <li>• Other school-based teacher educators (such as the Professional Experience Coordinator or nominated teacher mentor staff) and the University Liaison can be included in the meeting and reporting process where possible.</li> <li>• Provides increased teaching time for the Preservice Teacher and shares appropriate student data and assessments (both formative and summative) for the Preservice Teacher to use in guiding planning.</li> <li>• Continues to model all aspects of teaching and provide advice.</li> <li>• Continues to provide written and verbal feedback on lessons delivered by Preservice Teacher.</li> <li>• In discussion with the Preservice</li> </ul>	<ul style="list-style-type: none"> <li>• Preservice Teacher continues to use a range of data and evidence of student learning progress to plan and implement connected sequences of lessons (small units of work) with scaffolded guidance and structured supervision from the Supervising Teacher.</li> <li>• Preservice Teacher continues to complete observations and reflections on teaching, feedback and documents professional learning as the placement progresses.</li> <li>• Supervising Teacher and Preservice Teacher meet regularly to discuss Preservice Teacher progress and opportunities for demonstrating achievement related to the final report for this placement in the areas of planning, teaching, managing learning, including (where appropriate) assessment of and feedback on student learning; as well as Preservice Teachers' approach to professional learning.</li> <li>• Supervising Teacher provides verbal and written feedback as much as possible and provides increased teaching time for the Preservice Teacher.</li> <li>• Supervising Teacher continues to</li> </ul>	<ul style="list-style-type: none"> <li>• Preservice Teacher continues to use a range of data and evidence of student learning progress to plan and implement connected sequences of lessons (small units of work) with scaffolded guidance and structured supervision from the Supervising Teacher.</li> <li>• Preservice Teacher continues to complete observations and reflections on teaching, feedback and documents professional learning as the placement progresses.</li> <li>• Supervising Teacher provides verbal and written feedback as much as possible and provides increased teaching time for the Preservice Teacher.</li> <li>• Supervising Teacher continues to model and provide advice as needed.</li> <li>• Supervising Teacher and Preservice Teacher meet regularly to discuss Preservice Teacher progress and opportunities for demonstrating achievement related to the final report for this placement in the areas of planning, teaching, managing learning, including (where appropriate) assessment of and feedback on student learning; as well as Preservice Teachers' approach to professional learning. Supervising Teacher provides written feedback as much as possible.</li> </ul>

<ul style="list-style-type: none"> <li>Supervising Teacher provides written and verbal 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.</li> <li>Supervising Teacher models and discusses expectations that reflect the criteria for this placement.</li> <li>Supervising Teacher discusses observations made by Preservice Teachers.</li> <li>Supervising Teacher provides written and verbal feedback on lessons delivered by Preservice Teacher.</li> </ul>	<p>Teacher, considers evidence to make a decision on progress to this point.</p> <ul style="list-style-type: none"> <li>In discussion with the Preservice Teacher, develops a focussed learning plan for progression during the remaining weeks.</li> </ul> <p><i>If any of the indicators within the criteria is identified as a concern, the interim report is to be brought to the attention of the Griffith Liaison as soon as possible.</i></p>	<p>model and provide advice as needed.</p>	<ul style="list-style-type: none"> <li>The final report and guide for making judgements provide a reference point for evaluating progress and planning learning throughout this phase.</li> <li>Supervising Teacher and School Coordinator, in consultation with University Liaison consider evidence to make a decision on readiness of Preservice Teacher to progress to the next professional experience course in the program.</li> <li>Supervising Teacher and Preservice Teacher meet at the end of the placement (e.g. end of week 3 or day 14) to discuss Preservice Teacher evidence of achievement relevant to the professional experience placement requirements, as outlined on the 7752EDN Final Report.</li> <li>In order: the Supervising Teacher, Site Coordinator, Preservice Teacher, and University Liaison sign and submit the final report.</li> </ul>
<p><b>Out of classroom activities:</b> It is expected that Preservice Teachers will participate in all aspects of school life as determined by the Supervising Teacher and School Coordinator. However, the expectations of participation should be within reasonable bounds. It is a legal requirement that Preservice Teachers must be supervised at all times (when interacting with students in or out of classrooms).</p> <p>Please ensure that where possible, the Preservice Teacher experiences (under supervision), the range of a teacher's responsibilities, classroom and beyond, such as:</p> <ol style="list-style-type: none"> <li>playground supervision</li> <li>school meetings (staff; curriculum; parents/carers; teacher aides)</li> <li>professional development activities</li> <li>support staff (admin staff, teacher aides); and</li> <li>school events.</li> </ol>			



## Notes for Preservice teachers: Classroom observations & Self-reflection

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 student behaviour and the classroom environment

When you are observing a teacher some of these will be very evident. Aspects that are less likely to be obvious are the planning and assessment components and you may need to ask the teacher to explain these. Select from the Supervising Teacher observation proforma from Learning@Griffith.

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. Some are provided the in Professional Experience Guidelines. Your academic coursework in this course will have provided you with resources for your written reflections. Preservice Teachers and Supervising Teachers should regularly engage in conversations for verbal reflections.

### Assessment

#### Interim report information

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

Discussion should then highlight the ways in which the perceived strengths can be further developed, and the weaknesses addressed in future teaching situations. Please refer to the Professional Learning Plan. An electronic version of the interim report will be emailed to School Coordinators for distribution to Supervising Teachers. After completion, the Preservice Teacher should retain a copy of the interim report, discuss it with the Supervising Teacher and University Liaison, keep it in their portfolio, and upload to Sonia. In the case of 'at risk' students, please refer to 'At Risk' section of Professional Experience Guidelines

#### At risk

Note that any criterion marked "Concerns with Development" on the interim report should be taken as an indication for "At Risk" status.

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

## Final report information

The **final report** is completed by the end of the final week of the professional experience. The Supervising Teacher completes and discusses the final report with the Preservice Teacher at the end of the school experience. It is recommended that during the final two weeks of the 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. In order: the Supervising Teacher, School Coordinator, Preservice Teacher and Griffith Liaison sign and 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 Case Manager or Professional Experience Academic Lead.

## Report submission

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

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

- Interim reports in which Preservice Teachers are identified 'at risk', and related processes (once completed and signed) submitted at the 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

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

## PROFESSIONAL EXPERIENCE

**Longer Term Goals**

A plan to prepare for the next placement

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Criteria	Preservice Teacher to complete	Timeframe/ Supervising Teacher suggestions
<b>Planning and preparation of lessons</b>		
<b>Teaching skills – (as delivered in the classroom)</b>		
<b>Communicating with students – (managing for learning)</b>		
<b>Demonstrating professional behaviour</b>		
<b>Demonstrating commitment to professional learning</b>		

**Checklist for professional experience**

This checklist 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 evidence of the Preservice Teacher's achievement in meeting APST 3.1, 3.2, 3.4, and 3.6.

Preservice Teacher \_\_\_\_\_ School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_ Year level \_\_\_\_\_

As the Preservice Teacher presents evidence of an item, **yes** may be circled. In the event that an item is missing, details need to be recorded as to when and how the Preservice Teacher is expected to provide this.

<b>Working folder</b>			<b>Comments or action required</b>
Yes	No	Preservice Teacher's profile	
Yes	No	Professional experience requirements – to include handbook	
Yes	No	School information	
Yes	No	Classroom information and layout	
Yes	No	Planning: unit plans	
Yes	No	Lesson plans – including lesson plan index	
Yes	No	Teacher feedback	
Yes	No	Self-reflections	
Yes	No	Observations - including observation index (minimum of six)	
<b>Resource collection</b>			<b>Comments or action required</b>
Yes	No	School student work samples collected	
Yes	No	Examples of school policies	
Yes	No	Behaviour management policy - essential	
Yes	No	Behaviour management resources/strategies	
Yes	No	Resources collected from this professional experience	
Yes	No	N/A	Notes from PD/talks given by the school administration

Preservice Teacher signature \_\_\_\_\_ Date \_\_\_\_\_

Supervising Teacher signature \_\_\_\_\_ Date \_\_\_\_\_

Comments:

## Moderation

### The process for initial teacher education professional experience placements

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 Griffith Professional Experience Moderation Process (PEM) includes a number of stakeholders. 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"> <li>✓ Guidelines and handbooks relevant to the student's professional experience course provided to the school.</li> <li>✓ Separate report forms will be sent electronically.</li> </ul>	<ul style="list-style-type: none"> <li>○ Professional Experience Guidelines (<i>Guidelines</i>).</li> <li>○ Relevant course handbook</li> <li>○ Reports.</li> </ul>	<ul style="list-style-type: none"> <li>○ Griffith University Professional Experience Course Convenor.</li> <li>○ Professional Experience Office (PEO).</li> </ul>
	<ul style="list-style-type: none"> <li>✓ School Coordinator to distribute guidelines and handbooks to supervising staff</li> <li>✓ Supervising Teachers become familiar with the requirements reporting and Guides to Making Judgements (found in the relevant course handbook).</li> </ul>	<ul style="list-style-type: none"> <li>○ Guidelines.</li> <li>○ Relevant course handbook.</li> </ul>	<ul style="list-style-type: none"> <li>○ School Coordinator.</li> <li>○ Supervising Teacher.</li> </ul>
2. University support during the practicum	<ul style="list-style-type: none"> <li>✓ Each school is assigned a Griffith University Liaison.</li> <li>✓ This person is an experienced and registered teacher.</li> <li>✓ Each Supervising Teacher should be provided with the University Liaison's name and contact details by the School Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>○ The University Liaison will contact the school as soon as possible during week one.</li> </ul>	<ul style="list-style-type: none"> <li>○ University Liaison.</li> <li>○ PEO.</li> </ul>
3. MILESTONE MID-POINT	<p><b>University Liaison</b></p> <ul style="list-style-type: none"> <li>✓ It is essential the University Liaison visits the school to meet and speak with the School Coordinator, the Supervising Teacher and the Preservice Teacher. **</li> </ul> <p><b>Supervising Teacher</b></p> <ul style="list-style-type: none"> <li>✓ 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 definitely must occur at this point.</li> </ul>	<ul style="list-style-type: none"> <li>○ Guidelines.</li> <li>○ Relevant course handbook.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supervising Teacher.</li> <li>○ School Coordinator.</li> <li>○ Preservice Teacher.</li> <li>○ University Liaison</li> </ul>
a. School visit by liaison**			
b. Complete interim report			
	<ul style="list-style-type: none"> <li>✓ An <b>Interim Report</b> (electronic) must be completed by the Supervising Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supervising Teacher.</li> <li>○ School Coordinator.</li> </ul>

	<p>with the support of the School Coordinator and the liaison.</p> <ul style="list-style-type: none"> <li>✓ 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 – see <i>At Risk</i> process in the Guidelines.</li> </ul> <p><b>Preservice Teacher</b></p> <ul style="list-style-type: none"> <li>✓ All Preservice Teachers to complete a <i>Professional Learning Plan or Action Plan</i> for the remainder of the professional experience. The plan may address weaknesses that have been identified during discussions related to the completion of the interim report, the weekly discussions with the Supervising Teacher, and discussions in relation to the Preservice Teacher's current position on the final report.</li> </ul>	<ul style="list-style-type: none"> <li>○ Relevant course handbook.</li> <li>○ The interim report for the specific course. An electronic form is emailed to the School Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>○ Preservice Teacher.</li> <li>○ University Liaison</li> </ul>
<b>Step</b>	<b>Action</b>	<b>Resources</b>	<b>Personnel</b>
4. University support post interim stage	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Relevant course handbook.</li> </ul>	<ul style="list-style-type: none"> <li>○ University Liaison.</li> <li>○ School Coordinator.</li> <li>○ Supervising Teacher.</li> </ul>
<b>Step</b>	<b>Action</b>	<b>Resources</b>	<b>Personnel</b>
	<ul style="list-style-type: none"> <li>✓ For at risk students, closer contact between the University Liaison, Supervising Teacher and School Coordinator will occur.</li> <li>✓ 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.</li> </ul>		<ul style="list-style-type: none"> <li>○ Preservice Teacher.</li> </ul>
5. MILESTONE Final week:  Making judgements with colleagues	<ul style="list-style-type: none"> <li>✓ It is essential for the Supervising Teacher to include the School Coordinator and/or a colleague to observe the Preservice Teacher.</li> <li>✓ This can occur throughout the professional experience and is encouraged, however is not essential.</li> <li>✓ The University Liaison will make contact to assist making judgements. If the Supervising Teacher wishes and where reasonable, the University Liaison may visit again to observe and/or to meet in this week.</li> </ul> <p>The University Liaison may offer advice but will not be involved in the completion of the final report.</p>	<ul style="list-style-type: none"> <li>○ The final professional experience recommendations for the specific course. An electronic form is emailed to the School Coordinator.</li> <li>○ Relevant handbook guide to making judgements.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supervising Teacher.</li> <li>○ School Coordinator.</li> <li>○ Preservice Teacher.</li> <li>○ University Liaison</li> </ul>
6. MILESTONE Final professional experience recommendations	<ul style="list-style-type: none"> <li>✓ Frank 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.</li> <li>✓ University Liaison should be informed of the recommended result.</li> <li>✓ Signing by all required school personnel</li> </ul>	<ul style="list-style-type: none"> <li>○ The final professional experience recommendations for the specific course. An electronic form has been emailed to the School Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supervising Teacher.</li> <li>○ School Coordinator.</li> <li>○ Preservice Teacher.</li> <li>○ University Liaison</li> </ul>

Final day	<p>and Preservice Teacher should occur on the last day.</p> <p>✓ Due to time, in most cases, the University Liaison will sign when Preservice Teacher brings report for submission on campus.</p>		
7. Report Submitted	<p>The professional experience is an assessment item in a university course and program.</p> <p>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"> <li>○ Relevant course profile.</li> </ul>	<ul style="list-style-type: none"> <li>○ Preservice Teacher.</li> <li>○ Course Convenor.</li> <li>○ PEO.</li> </ul>

\*\* Step 3 and 4 - for rural placements this will be by phone or 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

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

Criteria	Concern with development	Progressing satisfactorily
Planning effectively	Limited knowledge of the curriculum relevant to the year levels for this placement	Satisfactory knowledge of the curriculum relevant to the year levels for this placement
	Difficulty in the written planning of a single lesson	Demonstrates growth in the ability in written planning of single lessons
	Despite guidance, a low standard of written planning of a series of lessons	With guidance, demonstrates a satisfactory standard of written planning of a series of lessons
	Despite guidance, demonstrates a low level of engagement in or interpretation of evidence of student learning to monitor learning progress, and to plan, implement and reflect on the effectiveness of lessons	With guidance, demonstrates a satisfactory level of interpretation of evidence of student learning to monitor learning progress, and to plan, implement and reflect on the effectiveness of lessons
	Many language, literacy and numeracy errors in planning documents.	Minimal language, literacy and numeracy errors in planning documents.
Teaching effectively	Lack of ability to deliver a single lesson, even with considerable support provided	Demonstrates a growth in confidence and ability to deliver a single lesson with minimal support
	Limited understanding of how to select and use basic strategies for engaging most students	Selects and uses basic strategies for engaging most students in the learning
	Frequently exhibits errors in language, literacy and numeracy throughout classroom teaching.	Minimal language, literacy and numeracy errors evident throughout classroom teaching.
Managing effectively	An inability to respond to Supervising Teacher's guidance on giving clear and assertive instructions	Positive response to Supervising Teacher's guidance on giving clear and assertive instructions
	An inability to respond to guidance on stating behavioural expectations and correcting misbehaviour	Positive response to guidance on stating behavioural expectations and correcting misbehaviour
	Poor questioning techniques and lack of checks for understanding	Improved questioning techniques and checks for understanding
	Limited attention given to providing feedback to students on their learning.	Positive efforts to provide feedback to students on their learning.



Assessing and Recording Learning	Not demonstrating understanding of guidance on giving feedback to students.	At this early stage of the professional experience the students are making efforts to include feedback to students about their learning.
Professional conduct	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.	Development of appropriate and timely communication with Supervising Teachers and other staff members.  Application of essential ethical practices in relationships with students and colleagues.

# Interim report



**Professional Experience**  
**7752EDN Understanding Diverse Learners**  
 School of Education and Professional Studies

## Interim Report

Preservice Teacher Name:		
Student Number:		
School Name:		
Supervising Teacher:		
Year Level:		
Professional Experience Dates:		

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

- Concerns with development
- Progressing satisfactorily

This is the second professional experience for the Preservice Teacher you are supervising. This report is to provide feedback to the preservice teacher at the mid-way point of this placement. As this placement informs the preservice teacher's learning during and after the placement, it is essential that supervising teacher provides specific feedback to assist the preservice teacher in their progress towards demonstration of evidence on all criteria required for the final report.

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

Section 1 Planning effectively - preparation for teaching	Level
Developing knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across a full range of abilities.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Organising content into an effective learning and teaching sequence.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Using knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Incorporating knowledge and understanding of essential literacy and numeracy teaching practices appropriate to the age level and learning needs.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Section 2 Teaching effectively - management of teaching	Level
Demonstrating knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Beginning to include a range of teaching strategies.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating a range of verbal and non-verbal communication strategies to support student engagement.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Seeking and applying constructive feedback from supervisors and teachers to improve teaching practices.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
<b>Please leave blank if unable to assess in the school context</b> Demonstrating broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
<b>Please leave blank if unable to assess in the school context</b> Demonstrating broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Section 3 Managing effectively – create safe and supportive learning	Level
Identifying strategies to support inclusive student participation and engagement in classroom activities.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating the capacity to organise classroom activities and provide clear directions.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Demonstrating developing knowledge of practical approaches to manage challenging behaviour.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
<b>NB</b> Becoming familiar with issues and protocols around communicating with parents (standard 7) will be a criterion on the final report in the final year and so it would be valuable for the supervisor to provide advice and information on this in these early stages. No assessment required.	N/A
Section 4 Assessing and recording learning	Level
Demonstrating an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development
Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development

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

**Comments**

**Interim Result**

Student Number	Name	Result for Interim Report - Formative
		<input type="radio"/> Progressing satisfactorily <input type="radio"/> Concerns with development - At Risk Action Plan required

Is an Action Plan required for this student?

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

Supervising Teacher Name	Date

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

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

Save Draft | SUBMIT / ELECTRONICALLY SIGN (Supervising Teacher)

School Coordinator Name	Date

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

Save Draft | SUBMIT / ELECTRONICALLY SIGN (School Coordinator)

University Liaison Name	Date

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

Save Draft | SUBMIT / ELECTRONICALLY SIGN (University Liaison)

Preservice Teacher Name	Date

Save Draft | SUBMIT / ELECTRONICALLY SIGN (Preservice Teacher)

Do not use Example only

## Professional Learning Plan

All Preservice Teachers are to complete the Professional Learning Plan at the mid-point of the professional experience. If a Preservice Teacher is deemed at risk, complete this plan, together with the more detailed 'At Risk Action Plan' in the Professional Experience Guidelines and email to the relevant 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 report guidelines for determining level of achievement for each criterion

Relevant for middle stage professional experience

Criteria	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 3 Above satisfactory
Section 1: Planning effectively – preparation for teaching	Planning indicates <b>limited</b> knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Planning <b>usually</b> indicates knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Planning <b>consistently</b> indicates knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
	Planning indicates <b>limited</b> knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Planning <b>usually</b> 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 <b>consistently</b> 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 <b>limited</b> knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Planning <b>usually</b> indicates knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Planning <b>consistently</b> indicates knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
	<b>Occasionally</b> organises content into an effective learning and teaching sequence.	<b>Usually</b> organises content into an effective learning and teaching sequence.	<b>Consistently</b> organises content into highly effective learning and teaching sequence.
	Indicates <b>minimal</b> knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Using <b>developing</b> knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Indicates <b>sound</b> knowledge of curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
	<b>Occasionally</b> incorporates minimal knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	<b>Generally</b> incorporates sound knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.	Incorporates <b>solid</b> knowledge and understanding of essential literacy and numeracy teaching strategies appropriate for the age level and learning areas.
	<b>Occasionally</b> sets learning goals that provide achievable challenges for students of varying abilities and characteristics.	<b>Generally</b> sets learning goals that provide achievable challenges for students of varying abilities and characteristics.	<b>Consistently</b> sets high level learning goals that provide achievable challenges for students of varying abilities and characteristics.
Section 2: Teaching effectively – enactment of teaching	<b>Some difficulty</b> demonstrating knowledge and understanding of concepts, substance and structure of the content and teaching strategies of the teaching area.	<b>Regularly</b> demonstrates knowledge and understanding of concepts, substance and structure of the content and teaching strategies of the teaching area.	<b>Consistently</b> demonstrating knowledge and understanding of concepts, substance and structure of the content and teaching strategies of the teaching area.
	<b>Low</b> ability to incorporate a limited range of teaching strategies.	<b>Sound</b> ability to incorporate a range of teaching strategies.	<b>Strong</b> ability to incorporate a wide range of teaching strategies.
	<b>Limited</b> ability to incorporate a range of resources, including ICT, that engage students in their learning.	<b>Regularly</b> incorporates a range of resources, including ICT, that engage students in their learning.	<b>Consistently</b> incorporates a wide range of resources, including ICT, that engage students in their learning.
	<b>Often requires assistance and guidance</b> by Supervising Teacher to evaluate teaching to improve student learning.	In <b>collaboration</b> with Supervising Teacher, ability to evaluate teaching to improve student learning.	With <b>very little guidance or assistance</b> by Supervising Teacher, ability to evaluate teaching to improve student learning.
	<b>Seldom</b> seeks or applies constructive feedback from supervisors and teachers to improve teaching practices.	<b>Regularly</b> seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	<b>Always</b> seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.

Criteria	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 3 Above satisfactory
Section 3: Managing effectively – create safe and supportive learning	<b>Occasionally</b> identifies and uses some strategies to support inclusive student participation and engagement in classroom activities.	<b>Regularly</b> identifies and uses a range of strategies to support inclusive student participation and engagement in classroom activities.	<b>Consistently</b> identifies and uses a broad range of strategies to support inclusive student participation and engagement in classroom activities.
	<b>Limited</b> ability to provide clear instructions to students.	<b>Sound</b> ability to organise classroom activities and provide clear directions to students.	<b>Consistently</b> provides organised classroom activities and provides clear directions to students.
	<b>Limited</b> demonstration of practical approaches to manage challenging behaviour.	<b>Regularly</b> demonstrates practical approaches to manage challenging behaviour.	<b>Consistently</b> demonstrates practical approaches to manage challenging behaviour.
Section 4: Assessing and recording learning	Demonstrates a <b>limited</b> understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	Demonstrates a <b>developing</b> understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	Demonstrates a <b>solid</b> understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.
	Demonstrates <b>limited</b> developing capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<b>Developing</b> the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrates a <b>sound</b> capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
	Demonstrates <b>limited</b> developing understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<b>Developing</b> 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 <b>solid</b> 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	<b>Occasionally</b> demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	<b>Generally</b> demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	<b>Consistently</b> demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.
	<b>Occasionally</b> 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.	<b>Generally</b> 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.	<b>Consistently</b> 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.
	<b>Limited</b> understanding of key principles described in codes of ethics and conduct for the teaching profession.	Understands and <b>generally</b> applies key principles described in codes of ethics and conduct for the teaching profession.	Understands and <b>consistently</b> applies key principles described in codes of ethics and conduct for the teaching profession.
	<b>Occasionally</b> demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<b>Generally</b> demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<b>Consistently</b> demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

# Final report



**Professional Experience**  
**7752EDN Pedagogies for Engaged Learning**  
 School of Education and Professional Studies

## Final Report

Preservice Teacher Name:	<input type="text"/>
Student Number:	<input type="text"/>
School Name:	<input type="text"/>
Supervising Teacher:	<input type="text"/>
Year Level:	<input type="text"/>
Professional Experience Dates:	<input type="text"/>
Days completed: (This is a 14 day placement)	<input type="text"/>

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

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

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

### Section 1 Planning effectively - preparation for teaching

#### Examples of evidence

Artefacts that have been modified by the preservice teacher to suit the needs of the class such as:

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

Documented feedback and evaluation of planning that reflects:

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

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

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

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

**Section 2 Teaching effectively – enactment of teaching**

**Examples of evidence**

- Artefacts such as differentiated activity sheets, resources, evidence of student learning including pre- and post-tests, and annotated samples of student work.
- A supervising teacher's observation notes including comments on the range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICTs.
- Documented feedback and reflections about planning including curriculum content, sequencing, scaffolding, learning activities and teaching strategies.
- The preservice teacher's reflections and application of supervising teacher feedback.

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

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

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

**Section 3 Managing effectively – create safe and supportive learning**

**Examples of evidence**

- Artefacts such as annotated school policies, classroom organisation notes, classroom rules, classroom management plan and individual student behaviour plans.
- A supervising teacher's observation notes including comments on communication skills, behaviour management strategies, inclusive participation and engagement.
- Documented reflections and record of professional conversations.
- The preservice teacher's written reflections and application of supervising teacher feedback.

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

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

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

**Section 4 Assessing and recording learning**

**Examples of evidence**

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

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

Assessing and recording learning	APST	Level
Demonstrating a developing understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	5.2	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	5.4	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory
Developing understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	5.5	<input type="radio"/> Above Satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory

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

**Section 5 Professional conduct**

**Examples of evidence**

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

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



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

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

**Section 6 Overall comments**

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

**Overall comments**

Do Not use Example only

**Professional Experience Result**  
Indicate overall achievement recommendation for this Mid Stage professional experience

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

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

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

Student Number	Name	Overall Professional Experience Result
*	*	*

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

<b>Supervising Teacher Name</b>	<b>Date</b>
*	*

<b>Supervising Teacher Name (complete only if shared supervision of Preservice Teacher)</b>	<b>Date</b>
*	*

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

[Save Draft](#) | [SUBMIT / ELECTRONICALLY SIGN \(Supervising Teacher\)](#)

<b>Preservice Teacher Name</b>	<b>Date</b>
*	*

[Save Draft](#) | [SUBMIT / ELECTRONICALLY SIGN \(Preservice Teacher\)](#)

<b>School Coordinator Name</b>	<b>Date</b>
*	*

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

[Save Draft](#) | [SUBMIT / ELECTRONICALLY SIGN \(School Coordinator\)](#)

<b>University Liaison Name</b>	<b>Date</b>
*	*

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

[Save Draft](#) | [SUBMIT / ELECTRONICALLY SIGN \(University Liaison\)](#)

