

7750EDN

Understanding

Diverse Learners

Master of Primary Teaching

Professional Experience Handbook

School of Education and Professional Studies

Professional Experience enquiries should be directed to:

Course Convenor

<https://www.griffith.edu.au/study/courses/understanding-diverse-learners-7750EDN>

Professional Experience Office

Contacts for Preservice Teachers

Email: PST@griffith.edu.au
Email: educationconnect@griffith.edu.au
Email: studentconnect@griffith.edu.au

Contacts for School Coordinators
and Supervising Teachers

Email: PEO@griffith.edu.au
Payment Email: PEO-payments@griffith.edu.au
Primary Schools: (07) 5552 7323 / (07) 55529782
Secondary Schools: (07) 373 55665 / (07) 55529784

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

IMPORTANT

Absences

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 Students who do not meet the threshold attendance will be withdrawn from the PEx or will not have the result carried over.

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

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

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

- the School Coordinator
- the Griffith University Liaison

Then, **as soon as possible:**

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

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

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

This document has been sent to all School Coordinators.

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

Queensland Professional Experience Reporting Framework Resources (DET)

Professional Experience Checklist – Roles and responsibilities for professional experience

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

Professional Experience Glossary – Key terms and acronyms

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

Professional Experience Reflections – For completion at conclusion of each placement

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

Professional experience details and dates

Trimester 1 Block placement	15 days Monday – Friday – over a 3-week block
Placement arrangement	Primary Classroom - One Preservice Teacher per classroom/supervising teacher
Interim report	Wednesday of the second week or on the 8 th day of placement
Final report	Friday of the last week or on the 15 th day of placement

PEX Attendance

The 7750EDN PEX requires the completion of 15 days supervised teaching in classrooms. Days missed due to illness or local holidays must be made-up and added onto the placement completion dates, with adjustments to reporting due dates made accordingly. Preservice teachers are required to notify their School Coordinator and Griffith Liaison of absences days as soon as they occur and make-up must be approved by the Griffith Liaison. **Attendance is fulltime with start/finish times to mirror those expected of all teaching staff in the placement school.**

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

Course Work Component

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

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

Further Information

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

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

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

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

Overview of Course

7750EDN – Understanding Diverse Learners – This is the first of three courses in which a fully supervised professional experience block is to be completed. The course introduces Preservice Teachers to what it means to be a teacher of children in primary education and includes a 15-day block placement in a primary school.

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

Co-requisites: All Students must be completing 7164EDN (content in this course applies directly to 7750EDN), 7111EDN and 7113EDN. These courses build an important foundation for 7750EDN and for the professional experience placement.

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

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

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

Duty of care

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

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

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

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 total of 60 supervised days. These days are distributed across three supervised teaching periods. Each practicum represents a milestone in each Preservice Teacher's learning. Preservice Teachers must successfully complete these in this sequence.

7750EDN: Early Stage: **Understanding Diverse Learners**

7752EDN: Middle Stage: **Pedagogies for Engaged Learners**

7767EDN: Final Stage: **Teaching for Impact in Primary School**

Professional experience recommended sequence and reporting milestones

	Teaching, Reflections and Observations	Other Requirements
Week 1	<ul style="list-style-type: none"> • By the end of week 1: Getting to know the learners and first teaching • Observe the class being taught by your Supervising Teacher for the first two days (at least) • May provide assistance and support to the Supervising Teacher in a role similar to that of a teacher's aide during these days • Teaching small segments (e.g. warmups, marking homework, working with individuals and small groups), teach parts of single lessons independently • Complete reflections for small teaching segments/lessons taught – a minimum of six to be completed by the end of the placement • Complete observations of Supervising Teacher's practice - a minimum of six to be completed by the end of the placement. 	<ul style="list-style-type: none"> • Work with the teacher in the daily operation of the school, (e.g. assembly, form class, playground duty, bus duty, staff meetings etc.) - this will build professional relationships with the Supervising Teacher(s) and students • Plan and implement small teaching segments/lessons for the last two days of week one • Discuss and reflect on lesson observations with your Supervising Teacher • Interact professionally with school, staff and students at all times.
Week 2	<ul style="list-style-type: none"> • The beginning of Week 2 to the end of Week 2: Observing, and increased demonstration of appropriate planning and teaching strategies for effective classroom learning and management • Teach 3 to 4 single lessons/mini lessons or a sequence of 2-3 lessons taught across the week • Complete reflections for lessons taught - a minimum of six to be completed by the end of the placement • Complete observations of Supervising Teacher's practice - a minimum of six to be completed by the end of the placement • From Wednesday of Week 2 and no later than Friday of Week 2, discuss and finalise your interim report and plan specific development focus areas for the remaining one and a half weeks with your Supervising Teacher. If at risk, the Griffith Liaison and Course Convenor must be informed. 	<ul style="list-style-type: none"> • Work with Supervising Teacher in the daily operation of the school • Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher.

Week 3	<ul style="list-style-type: none"> • By Week 3, it is expected that the Preservice Teacher is demonstrating at an appropriate level for a first placement, planning and teaching strategies for effective management that provide a safe environment for learning with some personal initiative and independence • Preservice Teachers, where possible, should be building to sequences of lessons (e.g. small unit of work entailing 2-3 lessons) and where possible managing 1-2 half days by the end of week 3 • Complete reflections for lessons taught - a minimum of six to be completed by the end of the placement • Complete observations - a minimum of six to be completed by the end of the placement. • By the end of Week 3, it is expected that the Preservice Teacher is demonstrating at an appropriate level for a first placement, planning and teaching strategies for effective management that provide a safe environment for learning with some personal initiative and independence • On the last day of block placement, the final report is to be discussed and submitted by Supervising Teacher(s) and Preservice Teacher. In the final week the University Liaison. 	<ul style="list-style-type: none"> • Work with the Supervising Teacher in the daily operation of the school • Plan, implement, evaluate and reflect on lessons and sequences of lessons with your Supervising Teacher • The liaison may be contacted at any time for advice. The signed report must then be scanned by the Preservice Teacher and uploaded on the 7750EDN course site as directed.
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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 first professional experience for the MTeach 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 the Preservice Teacher 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 school 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 MTeach students before attending this first placement.

Course	Brief Description
7164EDN Understanding the child learner	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.
7111EDN Mathematics One: Working mathematically for Prep to Year 3	This course enables Preservice Teachers to utilise their knowledge and skills in planning, monitoring and assessing working mathematically in Early Years contexts.
7113EDN Language, literacy and literature for Prep to Year 3	This course explores how children acquire language and become literate. It examines how literature can be used to support emergent and early literacy.
7750EDN Understanding diverse learners	It is in this course that this 15-day placement is a component. This course introduces Preservice Teachers to what it means to be an educator of children in primary education. Preservice Teachers engage in and critically consider pedagogical principles that respond to the diverse and complex interests and abilities of young people, and apply these in an early stage 15 day professional experience placement in schools.

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

Stage 1 Week 1	Stage 2 Week 2 Wednesday =Mid- point of placement – Interim Report	Stage 3 Week 3 and Last day of placement.	
Supervising Teacher	Supervising Teacher	Supervising Teacher	
<ul style="list-style-type: none"> • models and discusses expectations that reflect the five criteria for this placement • discusses observations made by Preservice Teachers • gradually introduces the Preservice Teacher to the classroom, progressing from shared teaching segments to at least one independent teaching session • provides written and verbal feedback on lessons delivered by Preservice Teacher. 	<ul style="list-style-type: none"> • provides increased teaching time for the Preservice Teacher • continues to model all aspects of teaching and provide advice • in discussion with the Preservice Teacher, considers evidence to make a decision on progress to this point • in discussion with the Preservice Teacher, develops a focussed learning plan for progression during the remaining week <p style="text-align: center;"><i>If any of the indicators within the criteria is identified as a concern, the Griffith Liaison should be advised.</i></p> <ul style="list-style-type: none"> • continues to provide written and verbal feedback on lessons delivered by Preservice Teacher. 	<ul style="list-style-type: none"> • provides increased teaching time for the Preservice Teacher • continues to model and provide advice as needed • continues to provide written and verbal feedback on lessons delivered by Preservice Teacher. <p>Preservice Teacher continues observation of Supervising Teacher.</p>	Supervising Teacher and School Coordinator, in consultation with University Liaison consider completion of the criteria on the report to make a decision on readiness of Preservice Teacher to progress to the next professional experience course in the program.
<p>Out of classroom activities: It is expected that Preservice Teachers will participate in all aspects of school life as determined by the Supervising Teacher and School Coordinator. However, the expectations of participation should be within reasonable bounds. It is a legal requirement that Preservice Teachers must be supervised at all times (when interacting with students in or out of classrooms).</p> <p>Please ensure that where possible, the Preservice Teacher experiences (under supervision), the range of a teacher's responsibilities, classroom and beyond, such as:</p> <ul style="list-style-type: none"> • playground supervision • school meetings (staff; curriculum; parents/carers; teacher aides) • professional development activities • support staff (admin staff, teacher aides); and • school events. 			

NB: Becoming familiar with issues and protocols around communicating with parents will be a criterion in the next professional experience placement therefore, it is important for the supervisor to provide advice and information on this in this first experience.

Classroom observations

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

- curriculum
- planning and assessment
- selection of resources
- teaching strategies/approaches
- developing interpersonal relationships
- managing 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.

Reflections

Reflections are essential for ongoing development as a teacher. Preservice Teachers will learn from what works well and from what does not work, if time is taken to critically reflect. Preservice Teachers should use designated sections on their lessons plans for lesson reflections and for their self-reflections; additional reflection templates some are provided on the course site. Focussed observation and feedback templates are also useful for completing reflections on your teaching practice; some are provided the in Professional Experience Guidelines. Your academic coursework in 7750EDN will have provided you with details about how to complete your written reflections. Preservice Teachers and Supervising Teachers should regularly engage in conversations for verbal reflections.

Assessment

Interim report

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

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

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

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

At risk

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

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

Final report

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

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

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

Report submission

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

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

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

Appendix

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

Moderation

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

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

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

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

** Step 3 for rural placements: this will be by phone, Skype or similar video communication. It may be that Griffith will have a visiting liaison in the district who will visit, but this is not always possible.

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

Relevant for early stage professional experience

Criteria	Concerns with Development	Progressing satisfactorily
Planning and preparation of lessons	<ul style="list-style-type: none"> Limited knowledge of the content and curriculum relevant to the year levels for this placement Difficulty in the written planning of a single lesson Despite guidance, a low standard of written planning of a series of lessons Many language, literacy and numeracy errors in planning documents. 	<ul style="list-style-type: none"> Satisfactory knowledge of the content and curriculum relevant to the year levels for this placement Demonstrates growth in the ability in written planning of single lessons With guidance, demonstrates a satisfactory standard of written planning of a series of lessons Minimal language, literacy and numeracy errors in planning documents.
Teaching skills – (as delivered in the classroom)	<ul style="list-style-type: none"> Lack of ability to deliver a single lesson, even with considerable support provided Limited understanding of how to select and use basic strategies for engaging most students Frequently exhibits errors in language, literacy and numeracy throughout classroom teaching. 	<ul style="list-style-type: none"> Demonstrates a growth in confidence and ability to deliver a single lesson with minimal support Selects and uses basic strategies for engaging most students in the learning Minimal language, literacy and numeracy errors evident throughout classroom teaching.
Communicating with students – (managing for learning)	<ul style="list-style-type: none"> An inability to respond to Supervising Teacher's guidance on giving clear and assertive instructions An inability to respond to guidance on stating behavioural expectations and correcting misbehaviour Poor questioning techniques and lack of checks for understanding Limited attention given to providing feedback to students on their learning. 	<ul style="list-style-type: none"> Positive response to Supervising Teacher's guidance on giving clear and assertive instructions Positive response to guidance on stating behavioural expectations and correcting misbehaviour Improved questioning techniques and checks for understanding Positive efforts to provide feedback to students on their learning.
Demonstrating professional behaviour	<ul style="list-style-type: none"> Failure to communicate appropriately and in a timely manner with Supervising Teachers and other staff members A lack of essential ethical practices in relationships with students and colleagues. 	<ul style="list-style-type: none"> Development of appropriate and timely communication with Supervising Teachers and other staff members Application of essential ethical practices in relationships with students and colleagues.
Demonstrating commitment to professional learning	<ul style="list-style-type: none"> Does not respond to Supervising Teacher's advice Does not participate to a reasonable level in out of class school activities where invited Fails to maintain satisfactory documentation of materials related to this professional experience Provides minimal evidence of the development of reflective practice. 	<ul style="list-style-type: none"> Follows Supervising Teacher's advice and attempts to implement suggestions Participates to a reasonable level in out of class school activities where invited Maintains satisfactory documentation of materials related to this professional experience and has these available for the supervisor, University Liaison and the school co-ordinator Satisfactory evidence of the development of reflective practice.

Final report guidelines for determining level of achievement for each criterion

Relevant for early stage professional experience

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

Criteria	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 3 Above satisfactory
	Seldom seeks or applies constructive feedback from supervisors and teachers to improve teaching practices.	Regularly seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	Always seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.
Section 3: Managing effectively – create safe and supportive learning	Occasionally identifies and uses some strategies to support inclusive student participation and engagement in classroom activities.	Regularly identifies and uses a range of strategies to support inclusive student participation and engagement in classroom activities.	Consistently identifies and uses a broad range of strategies to support inclusive student participation and engagement in classroom activities.
	Limited ability to provide clear instructions to students.	Sound ability to organise classroom activities and provide clear directions to students.	Consistently provides organised classroom activities and provides clear directions to students.
	Limited demonstration of practical approaches to manage challenging behaviour.	Regularly demonstrates practical approaches to manage challenging behaviour.	Consistently demonstrates practical approaches to manage challenging behaviour.
Section 4: Assessing and recording learning	Demonstrates a limited understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	Demonstrates a developing understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.	Demonstrates a solid understanding of the purpose and importance of providing timely and appropriate feedback to students about their learning.
	Demonstrates limited developing capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Developing the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrates a sound capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
	Demonstrates limited developing understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Developing an understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Demonstrates a solid understanding of effective strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
Section 5: Professional Conduct	Occasionally demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	Generally demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.	Consistently demonstrates awareness of key strategies that support students' wellbeing and safety, working within school and/or system, curriculum and legislative requirements.
	Occasionally demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Generally demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Consistently demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
	Limited understanding of key principles described in codes of ethics and conduct for the teaching profession.	Understands and generally applies key principles described in codes of ethics and conduct for the teaching profession.	Understands and consistently applies key principles described in codes of ethics and conduct for the teaching profession.
	Occasionally demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Generally demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Consistently demonstrates an understanding of relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

