

SCHOOL OF  
EDUCATION



THE UNIVERSITY  
*of* ADELAIDE

# 2016 PROFESSIONAL EXPERIENCE HANDBOOK

for Pre-service Teachers



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## MUST KNOW INFORMATION FOR PRE-SERVICE TEACHERS

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The Professional Experience is the central focus of the 4<sup>th</sup> Year of the Bachelor of Teaching and the Graduate Diploma of Education programs. Your success during this year is determined by the effort you put into your courses, in particular the two 5 week placements you undertake. There is a lot of information in this handbook and you must read it carefully. Contacting the Professional Experience Team with a “but I didn’t know” won’t be accepted.

In addition to what’s in the following pages, you’ll need to make sure you;

- **DO NOT** contact schools to try and organise your own placements. This is not a condition imposed by the University it is what the schools themselves want. They prefer to be contacted by a single university representative rather than individual pre-service teachers. If you have a contact in a school, please let us know who and where, we will contact the school on your behalf. Be aware that having a contact in a school is NOT a guarantee of a placement there as often your contact won’t be the person deciding on who is offered a placement at the school.
- have **completed the required documentation**, the first place to check is on the Professional Experience (Part 1 and 2) MyUni pages, in the MyGrades section. If there is a “✓” against that documentation, this means you’ve done this and there is no need to do it again. PLEASE check this before you ask if we have these:
  - Student Information Sheet
  - DCSI Clearance
  - RAN-EC Certificate
  - Code of Conduct

There is a section on MyUni which tells you how to go about getting each of the required pieces of documentation. If we don’t have all of these completed before the 31<sup>st</sup> March (for semester 1) or the 31<sup>st</sup> July (for semester 2), you will not be going on placement in that semester. Students who submit their documentation in semester 1 are not required to resubmit this for semester 2.

- contact us if **your situation changes**, for instance you change address, please do this via email [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au).
- let us know if your ability to get access to **private transport** changes. This has a major effect on where we can place you. Unfortunately if you only have access to public transport, this limits your placement opportunities.
- are aware that **you’ll need to travel** to and from your placement. It is highly unlikely that your placement will be 5 minutes from home. Expect to travel up to 90 minutes each way to your placement.
- consider a **country placement**. These are a great experience which may lead to employment for you. We realise that being away from your normal place of residence isn’t cheap but if you can manage this, it’s highly recommended. And no, we can’t help with finding or paying for accommodation.
- regularly check for **scholarships**, both the DECD website and the University’s website. If you’re successful in gaining a scholarship it can go a long way to funding accommodation for a country placement.

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## INTRODUCTION FOR PRE-SERVICE TEACHERS

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This Handbook provides information about the Professional Experience for Pre-service Teachers (that's you).

Other important sources of information for pre-service teachers are the:

- *4th Year Program Handbook*, and
- *ePortfolio Handbook*.

### KEY ROLES

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There are four key people who contribute to the smooth running of a Professional Experience. Each of these is important, with interconnected relationships/responsibilities.

1. **Site Coordinator.** This is a staff member in a school, usually in a leadership role, who coordinates all of the student teachers who come to the school site. They do a lot more than look after University of Adelaide pre-service teachers and are usually extremely busy but approachable. They will ensure you are inducted into the policies of the School and they are someone you can go to if you feel that you're having difficulties.
2. **Mentor Teacher.** This is the teacher who has the most direct contact with you, the pre-service teacher. You may have more than one mentor. The mentor teacher's role is a critical one as they offer support, feedback and their experience to you as a pre-service teacher.
3. **University Liaison:** This is a person either employed or appointed by the University to liaise between you, the mentor and the university. The University Liaison is the first contact point for Site Coordinators and Mentors if issues or questions should arise while you are on Professional Experience. In the first few weeks of your Professional Experience, the University Liaison will visit you in your school. This is to ensure that you are settled and participating fully in the placement. Please note that, unless asked, the University Liaison will not observe lessons.
4. **Pre-service teacher:** This is you, the person doing the placement.

### IMPORTANT DATES FOR 2016

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You must successfully complete two Professional Experience Placements in order to complete your program of study. Each block must be taken as five consecutive weeks of full time attendance in a school. There is **no** option for part-time attendance. Pre-service teachers have **half a normal teacher's full-time workload in placement one** and **between 70% and 80% workload in placement two**.

The Professional Experience dates for 2016 are below. Please note that placements can be undertaken for any five consecutive weeks in the time periods specified. You **must** be available to go on placement during these times.

**SEMESTER 1:** Monday 9 May – Friday 8 July (Any 5 consecutive weeks).

**SEMESTER 2:** Monday 22 August – Friday 30 September

Preliminary observation days, arranged by mutual agreement, are encouraged if you are placed in metropolitan schools. If you are going to rural or interstate schools you will normally not have preliminary observation days, but you must make contact by phone and/or email prior to the commencement of your placement.

## **DCSI CLEARANCE**

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All schooling sectors in SA require tertiary students, including international students, seeking a Professional Experience placement to undertake a **DCSI Screening and Background Check** performed through the [Department for Communities and Social Inclusion \(SA\)](#). No other form of clearance is acceptable.

If you already have a DCSI, please ensure that this is valid until at least the 31<sup>st</sup> December 2016; DCSI Clearances are valid for 3 years. If you are not reapplying for a new DCSI Clearance, please bring the original of your current clearance into the School of Education Office, we will sight and scan this for our records.

**The DCSI Clearance application form can be found on MyUni** along with a list of people who are able to complete section C – Verifying your identity.

You will **NOT** go on placement unless we have received your DCSI Clearance. Receiving your DCSI Clearance takes time - do not neglect to do this as soon as possible.

NOTE: that DCSI will not reissue clearance certificates if they are lost, please keep yours in a safe place. Your placement School will want to see your DCSI Clearance. Also, DCSI will also not issue a new certificate if there is more than 6 months before a current certificate becomes invalid.

## **RAN-EC (FULL-DAY TRAINING)**

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You **MUST** complete a full-day Responding to Abuse and Neglect – Education and Care (RAN-EC) course prior to the commencement of the first placement. This is at your own cost. A list of DECD approved RAN-EC training organisations can be found [here](#)<sup>1</sup>.

The RAN-EC course provides knowledge and skills you require in order to recognise and report suspected child abuse or neglect while working with children/young people. The training provides certification required by all School-based education employees.

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<sup>1</sup> <http://www.decd.sa.gov.au/speced2/pages/childprotection/48806/>

Being a mandated notifier carries legal responsibilities. The University strongly advises all pre-service teachers engaged in Professional Experience to seek support and/or advice from their University Liaison or Mentor Teacher if they are unsure of their responsibilities in this regard.

## INSURANCE COVER WHILE ON PLACEMENT

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The University of Adelaide will cover pre-service teachers while on placement provided they:

- are not employed at the host School
- completed and have authorised the Student Placement Agreement

The University obtains insurance to provide protection (indemnity) to the University in the event of a claim made by a third party. Students undertaking approved work experience placements are provided with:

- **Public Liability Insurance** to a limit of \$20M per any one event for an act, error or omission on the part of the student that results in injury loss or damage to the Host Organisation.
- **Travel Insurance** while undertaking approved University travel.
- **Personal Accident Insurance.**

**Please note that the University's insurance cover does not extend to students working in paid employment.**

If you wish to be covered by the University's insurance cover you must:

1. The student must complete Parts A and B of this guide – the [Student Placement Agreement](#) – and submit it to the Host Organisation - along with copies of the University's certificates of currency for Public Liability, Personal Accident and Travel Insurance (which are attached to this guide).
2. Ask the Site Coordinator at your School to complete Part D, and note the conditions in Part C, and to return the completed agreement to the Professional Experience Office (level 8, 10 Pulteney Street, Adelaide SA 5005).

The Professional Experience team will then have the form authorised by the Head of School (or their delegate) and retain a copy of the agreement on file.

To ensure cover remains valid you **must** report any adverse or notifiable events as soon as they occur to the Professional Experience Office, either call 8313 0694 or email [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au). Information on what constitutes an adverse or notifiable event is included as part of the agreement.

## OTHER DOCUMENTATION

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You must complete both the Student Information Sheet and the Code of Conduct form before we commence finding you a placement. It is in your best interest to do this as soon as possible. The link to the Student Information Sheet can be found on MyUni, as can the Code of Conduct form.

## LAST DAY TO PROVIDE DOCUMENTATION

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You must have all of the required documentation to the Placement Team by the **31<sup>st</sup> March 2016** (for semester 1 placements) and the 31<sup>st</sup> July 2016 (for semester 2 placements if not already provided for semester 1).

## THE PROFESSIONAL EXPERIENCE PLACEMENT PROCESS

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The process involved in finding placements for students for their Professional Experience is complex and conducted in the following step by step process:

1. You provide us with key information which will determine where we look for your placement. If this information is not provided expeditiously or is inaccurate, your placement will be delayed. The link to the Student Information Sheet can be found on MyUni.
2. We gather information about the curriculum and methodology areas each pre-service teacher is studying. For Bachelor of Teaching 4<sup>th</sup> Year students do this as soon as we can in the previous year. For Graduate Diploma in Education students, this information is not available until after enrolment in January or February.
3. We contact schools and ask them if they are able to take students, in what areas and when. The timing of this differs from school to school depending on when they prefer to be contacted.
4. Matching begins once we have all the information we need, see (1) above for more information. You are matched with a school based on the information we have and the places the school is offering to the University.
5. Professional Experience Staff then contact the school with your name and subject area for confirmation that they can take an individual or group of pre-service teachers. While there may have been previous agreement to take pre-service teachers, this is subject to change depending on what is occurring in the school. If a school can no longer take some or all of the pre-service teachers they had previously agreed to, we continue to look for the best match for you. This process will include multiple schools and **takes time**.
6. If you are matched to a school;
  - 6.1. who has indicated they would like you there for induction on a specified date, you will be notified of the details of your placement school in a timely fashion so you are able to attend the induction. Please note these induction dates are **not** optional.

6.2. who does not have a set induction date but will do this during your placement you will be notified:

- Country placement - 4 weeks before the placement is due to commence
  - Metropolitan Placement – 2 weeks before the placement is due to commence.
7. If you are not matched to a school when others in your class have been – DON'T PANIC. The Professional Experience team have not given up on finding you a placement. With semester 1 placements there is the flexibility to commence your placement at a later date and still complete within semester 1. This is not an unusual occurrence and indeed may be the preference for the school you will be attending.
8. If, for some reason, we can't secure you a placement we'll meet with you to discuss options for you. This, unfortunately, is also not uncommon. Placements are not easy to secure, particularly in semester 1 when the other Universities are also placing students in schools. Normally we try to find you a placement which commences after the mid-semester break in semester 2 but we will discuss this before arrangements are made.

If you have questions about the placement process please go to MyUni and check out the Frequently Asked Questions. If you can't find the answer to your question on the list then please email:

[education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au)

#### PLACEMENTS AT A SCHOOL YOU WORK AT

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If you are employed at a School, in any capacity, we are unable to place you in that School. This is because during your placement you are not allowed to be in sole charge of a student or group of students at any time. You must let us know if you are employed at a School at any time during your 4<sup>th</sup> Year of the B.Teaching or the Grad. Diploma program.

#### REJECTING A PLACEMENT

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It is vital that you keep the Professional Experience team updated if anything occurs that affects your ability to go on placement, telling us after you've received your placement notification is **too late**. This includes, but is not limited to;

- Change of address
- Access to transport

If the following occur, please provide evidence of these changes:

- Accommodation in country area no longer being available – letter from the place/people you were going to stay with.
- Illness or injury which will stop you from going on placement – Doctor's certificate.

**Please think very carefully before you reject a placement.** There are a number of scenarios, if:

1. your situation has changed and you can provide documentary evidence of this, the Professional Experience Team, in conjunction with the Final Year Coordinator, will determine whether the circumstances warrant a placement change. If it is decided that the situation was :
  - 1.1. out of your control then the team will do its best to find you an alternate placement, **this is not guaranteed**. They will do their best to accommodate your altered situation. If an alternate placement can't be found, you will be offered the choice of undertaking a placement in either the second half of semester 2 or in semester 1 of the following year. The School of Education will liaise with the Faculty of Arts to ensure your enrolment is corrected and you do not incur additional fees.
  - 1.2. within your control and that you had ample opportunity to notify the Professional Experience Team prior to being notified of your placement, your placement will be reallocated and we will strive to place you in term 1 of the following year.
2. you are allocated to a school you do not wish to attend, your placement will be reallocated and we will strive to place you in term 1 of the following year.
3. you commence your placement and decide you do not wish to continue your placement at that school we will strive to place you in term 1 of the following year.

**If you choose to reject a placement and are placed in the following year (with the exception of situation 1.1 above) you will receive a fail grade for this enrolment and you will need to reenrol in the following year which will incur additional HECS.**

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## PRE-SERVICE TEACHERS – ROLE AND RESPONSIBILITIES

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Respecting the staff at your placement Schools is paramount, you are there to learn and gain valuable experience. Do not try and dictate teaching methods to your Mentor teachers, also don't mimic their teaching style, you need to find the best style for you.

### PROFESSIONAL CONDUCT

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From the moment you step into your first school on placement you must behave in a professional manner that matches the expectations of not only the University but also the School. Before you go to your School look at their website and be familiar with its ethos and goals.

You are required to exercise informed and ethical judgement at all times.

If placement is your first experience in exercising of power and authority over children then it constitutes an induction into a field in which responsibility for the welfare of others is of paramount importance. These issues will be addressed throughout the lecture series and your understanding of their application in context will be enhanced by demonstration and explanation from Professional Experience Site Coordinators and Mentor teachers.

## PERSONAL PRESENTATION AND DRESS

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You are expected to present yourself, in both dress and conduct, at a standard appropriate to the context of the School. You should ask your Site Coordinator about the School's dress code at your induction meeting. If this is on your first day of your placement be sure to ask about this when you email the School before placement starts. Your mentor will be your guide and model for behaviour, observe closely how they interact with their students.

## SUBJECTS ON PLACEMENTS

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You may not get direct Professional Experience in your specific subject area, as schools are often reluctant to trust pre-service teachers with senior classes. This will not impact on your registration or on your application to the Department for Education and Child Development (DECD) for a teaching position. You will teach in your subject area in a Secondary school. More information on how DECD links teaching subject areas can be found on the DECD [website](#)<sup>2</sup> (see DECD Teaching Subjects and Skill Codes).

## UNIT AND LESSON PLANS

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Pre-service teachers are required to provide lesson and unit plans for mentor teachers and University Liaisons during the Professional Experience placement. Lesson plans must be provided to your mentors a minimum of **48 hours before** the lesson.

**Unit Plans** (outlines for 2 - 5 weeks on one topic or issue) should include outcomes, approach, activities, resources and assessment.

**Lesson Plans** should include learning goals and outcomes, activities and how you will approach the topic, homework etc.

Both Unit Plan and Lesson Plan templates are available on MyUni via Professional Experience 1, under 'Course Materials.' **No specific Unit/Lesson Plan template are prescribed as long as the required information is included.** If your mentor teacher has a preference for using a particular format then you are advised to do so.

Both Unit and Lesson Plans should be discussed with your mentors prior to lessons being taught in order to incorporate their recommendations. Shortly after the conclusion of a lesson, an evaluation of the lesson should be discussed between you and your mentor. Your mentor's feedback on the lesson needs to be incorporated into any subsequent lessons with that class. In short: if this lesson were to be retaught, what could you do to improve the success of student outcomes and rapport?

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<sup>2</sup> <http://www.decd.sa.gov.au/hr/pages/jobscareers/teaching/?reFlag=1>

## PRE-SERVICE TEACHERS' WORKLOAD

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Teaching in a School is not the same as being a student. **You must be present in your School for the duration of the whole school day.** Arrive at school well before pastoral care group and/or lesson times begin and make yourself available for meetings with mentor teachers briefly at the end of the day. In addition, attendance is expected at after-school meetings and extra-curricular activities, and at any evening events of significance and/or relevance. Punctuality for all scheduled classes is critical, even if you are not in charge of the class for that lesson.

**Placements are equivalent, if not more than, a full-time job.** Make sure you have time to thoroughly prepare for your classes, as well as taking care of your own well-being.

The workload in your placements will vary:

- Placement 1 – we ask the School to provide you with the equivalent of **half a graduate teacher's full-time load per week.**
- Placement 2 – as you're a little more experienced, we ask the School to provide you with the equivalent of **70% to 80% of a graduate teacher's full-time load.**

There is a great deal of variety in the ways in which Schools organise their timetables and in the ways in which different subject areas are programmed, so some variation is expected. You will have subject allocations that reflect your curriculum specialisations.

It is hoped that you will teach both middle school and senior secondary school levels if possible, but we recognise that this is the ideal.

## OBSERVATION DAYS

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The first week of placement 1 should be observation days. This means that you won't be expected to teach but will observe your mentor teachers in the classroom and, with permission, those of other teachers. As you'll be more experienced on placement 2 it is expected that you will commence teaching classes after a few days' observation.

**Preparation for teaching should begin as soon as you know what you need to cover in the lessons you are taking.**

## OBSERVATION OF LESSONS

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You are expected to take the initiative and arrange observations with willing teachers in your curriculum and methodology areas, in particular the senior classes if you are not able to teach these as part of your placement. Keep a record of all lessons observed. Observations, as with all other teaching-related activities, can be included as evidence in the ePortfolio.

Remember – Observation of Lessons – is just that, observation. Unless the teacher you are observing asks you to participate, don't.

## INTERIM REPORT

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After your first teaching week in the School, we ask that you and your Mentor Teachers separately complete the Interim Reporting Rubric (Appendix 1). The completed rubrics should then be discussed in a meeting between yourself and your mentor. This is an excellent opportunity to see how your own perception of your progress aligns to your mentors.

## ADDITIONAL SUPPORT & DEVELOPMENT

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### **AAHHH.... I'm not doing very well, what should I do!**

We hope that you do really well and shine in your placement. However, we understand that sometimes things don't go to plan and that you'll need additional support, the sooner this is recognised the better. Appendix 3 is the University's Additional Support Notification and Development Plan template. Once it's been identified that you need to develop in some areas, this form should be filled in by you and your Mentor(s) in conjunction with the Site Coordinator and your University Liaison.

This process is not designed to be punitive; rather it records difficulties you are experiencing on placement. This reporting facilitates additional support being provided to you and the formulation of an action plan to assist that you successfully complete your placement.

## PARTICIPATION IN SCHOOL ACTIVITIES

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You are expected to participate in all of the usual professional activities of teachers. Whether this is pastoral care classes, attendance checks, canteen supervision and/or yard duty, time-out rooms or other behaviour management procedures. In addition, you should attend all staff meetings and/or professional development activities, except if your Site Coordinator deems that your presence is inappropriate.

Participation in extra-curricular activities and school camps is encouraged and you are expected to show initiative and become involved in these activities unless instructed by Site Coordinators otherwise. Leadership and initiative are highly valued in schools.

## USE OF SCHOOL MATERIALS

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You may need to borrow materials from school resource centres or departments; Mentor teachers are also usually generous in lending their materials. All materials must be returned by the end of the placement. You should also make sure you're aware of the School's policy with respect to general photocopying and downloading materials to school computers.

## DAYS AWAY FROM PLACEMENT

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It is your responsibility to inform schools if you will be absent through ill-health; this must be done as early as possible at the commencement of the School day. You must contact both the Site Coordinator and your mentors and email your University Liaison. If you know in advance that you may be unable to attend on a given day (e.g. you have a medical appointment to attend) you must negotiate this in advance with the Site Coordinator.

**If you are going to be unable to attend the placement for more than two days during a placement due to illness or family reasons a medical/counsellor's certificate is required.**

You will be on placement for a period of 50 days in total. We understand that there are instances where days away from placement is unavoidable (e.g. Public Holidays); provided the total number of days away from placement is 3 or less you will not be required to make these days up. If you have more than 3 days away from placement you will have to make up this time either at the end of the second placement (provided your School agrees) or in the first semester of the next year.

## HEALTH, SAFETY AND WELL-BEING

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All schools comply with strict Health, Safety and Well-being (HSW) standards for protection of staff and students. You are required to attend an **induction** provided by the Site Coordinator in the School in order to be familiar with the systems in place to identify and control hazards and risks, and to be aware of the school's emergency procedures.

You should provide your School with any important medical information (e.g. allergies, medication) that they may need to act on for your own personal health and safety while on placement.

## PRIVATE VEHICLES

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Please take care while driving to your placement School and, if driving a long distances to or from a country placement, plan your trip well and make sure you include regular rest breaks.

If you are intending to drive to and from your placement you should ask the Site Coordinator about available parking before you commence your placement, either in your induction meeting or via your introductory email.

**Under no circumstances on placement are you permitted to drive with school students as passengers.**

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## MAKING THE MOST OF YOUR PLACEMENTS

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For many pre-service teachers, Professional Experience Placements are the most challenging and rewarding parts of their teaching program. That said, it can also be stressful, tiring and physically demanding. As these pressures are also linked to academic success, we strongly advise that you take the initiative in seeking assistance and support from your mentors, Uni Liaisons and Site Coordinators (in that order) should you feel overwhelmed.

You have an important role to play in school students' lives and your placement is designed to introduce you to this role. It's therefore important that you make the most of your time on placement.

Get to know your school – not only geography, but also make note of the daily routines and policies. Ensure that you understand School Leadership and Administrative hierarchy and office holders' roles. Also develop an understanding of how the School functions administratively. Don't forget that the School Services Officers often know a lot of what goes on in a School.

Things to remember while you're on placement:

- If Class Lists are not provided, make a list of the school students you will be teaching and learn their names. This is a critical skill and very useful for classroom management.
- Engage with your faculty systems and functions, including attendance at all relevant meetings. You should also attend all staff meetings, professional development days and school events. If in doubt, check with the Site Coordinator that it is appropriate you attend the meeting.
- At the end of your first week of teaching, work with your mentor(s) on the interim assessment. The aim of this process is to establish a clear base line on which you are able to reflect and then further develop your skills.
- Actively seek opportunities to be involved in the planning for, and participation in, extra-curricular activities, e.g. camps, excursions, sports and projects.

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## MENTOR AWARDS

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The School of Education recognises exceptional mentors and mentoring by teachers in schools. To this end, you are invited to nominate your Mentor Teachers for an award in one of four categories. These are:

- Knowledge (Wealth of information on all aspects of teaching)
- Support (Showed support beyond my expectation)
- Inspiration (Fuelled my passion for the Profession)
- Role-Model (Demonstrating practice)

Winners are decided by a team from the School of Education, in consultation with Professional Experience Placement staff. Awards are presented at the University of Adelaide on the School of Education Awards Day, held in the final week of lectures.

# Appendix 1: Professional Experience Interim Report 2016

Pre-service Teacher: .....

Mentor Teacher: .....

School: .....

## Evaluation Rubric

Please note that there is some latitude in interpreting these ratings. If Mentor teachers believe that their mentees reflected the tenor of the rating, but their attributes are not reflected in the examples given, they should give the rating that they think best reflects the pre-service teacher's standard and provide supportive evidence in their qualitative feedback

Rating Pre-service teachers should be rated against the Australian Professional Standards for Teachers – Graduate Career Stage <sup>3</sup>	Below Graduate Standard	Developing Toward Graduate Standard	Meets Graduate Standard	Exceeds Graduate Standard
<b>Classroom Practice</b>  APST 1 Know the students and how they learn	Little or no evidence of meeting the APST Graduate Career Stage  <input type="checkbox"/>	Shows potential to develop to the APST Graduate Career Stage  Some willingness to engage with the needs of individual students and with the school as a place of learning.  <input type="checkbox"/>	Meets the expectations of the APST Graduate Career Stage  Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning.  <input type="checkbox"/>	Shown to be capable beyond the expectations of the Graduate Career Stage.  Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning.  <input type="checkbox"/>
<b>Knowledge of Content and curricula</b>  APST 2 Know the content and how to teach it	Scant/erroneous knowledge of content and curricula.  <input type="checkbox"/>	Knowledge of most content, but several gaps: able to meet curricular requirements.  <input type="checkbox"/>	Sound knowledge of content; clear understanding of curricular needs.  <input type="checkbox"/>	Strong and self-reliant knowledge of content; imaginative application of curricula.  <input type="checkbox"/>

<sup>3</sup> <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

<b>Rating</b> Pre-service teachers should be rated against the Australian Professional Standards for Teachers – Graduate Career Stage <sup>3</sup>	<b>Below Graduate Standard</b>  Little or no evidence of meeting the APST Graduate Career Stage	<b>Developing Toward Graduate Standard</b>  Shows potential to develop to the APST Graduate Career Stage	<b>Meets Graduate Standard</b>  Meets the expectations of the APST Graduate Career Stage	<b>Exceeds Graduate Standard</b>  Shown to be capable beyond the expectations of the Graduate Career Stage.
<b>Planning and preparation</b>  APST 3 Plan for and implement effective teaching and learning	Little evidence of planning or preparation for teaching.  <input type="checkbox"/>	Minimal evidence of planning and preparation for teaching.  <input type="checkbox"/>	Clear evidence of planning and preparation for teaching.  <input type="checkbox"/>	Planning and/or preparation for teaching that extends beyond the student's own class.  <input type="checkbox"/>
<b>Classroom Management and Discipline</b>  APST 4 Create and maintain supportive and safe learning environments	Poor/unethical classroom management skills.  <input type="checkbox"/>	Some classroom management skills, with potential to develop.  <input type="checkbox"/>	Effective classroom management skills.  <input type="checkbox"/>	Confident classroom management skills.  <input type="checkbox"/>
<b>Assessment and Feedback</b>  APST 5 Assess, provide feedback and report on student learning	Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching.  <input type="checkbox"/>	Some evidence of competent assessment. Limited/ late feedback. Little differentiation in assessment processes.  <input type="checkbox"/>	Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes.  <input type="checkbox"/>	Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes.  <input type="checkbox"/>
<b>Professional Relationships</b>  APST 6 Engage with Professional Learning  APST 7 Engage professionally with Colleagues, parents/carers and the community	Little/no commitment to the school, professional colleagues and students.  <input type="checkbox"/>	Minimal commitment to the school, professional colleagues and students.  <input type="checkbox"/>	Sound commitment to the school, professional colleagues and students.  <input type="checkbox"/>	Strong commitment to the school, professional colleagues and students.  <input type="checkbox"/>

# Appendix 2: Professional Experience Report 2016

SCHOOL OF EDUCATION



THE UNIVERSITY of ADELAIDE

## Final year pre-service teachers on their First Placement

*there is a separate report template for final year pre-service teachers undertaking their second five week placement*

<b>Pre-Service Teacher: name</b>	
Placement: From Start Date to End Date	Days Absent: if there were no days absent, please enter a zero Days at School: number of days at School

<b>School: Enter School Name</b>	<b>Mentor Teacher: Mentor Teacher's Name</b> email contact: please provide your email address
<b>Site Co-ordinator: Co-ordinator of placements at School</b> email contact: please provide your email address	<b>University Liaison:</b> University staff member.
<b>Subject Taught:</b> Please complete a separate report for each subject area	<b>Year Level(s) Taught:</b> Year Level(s) Taught

<b>Professional Experience School Context (eg: Co-educational, R-12 School)</b>
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<b>Teaching/Learning Context (eg: year levels, class sizes etc)</b>
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Once the report is complete, please sign it and send it through to  
Professional Experience Office, School of Education, University of Adelaide, South Australia 5005  
Alternatively, please scan and email a copy to: [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au)

University of Adelaide School of Education USE ONLY:

Student id number :

Result entered:  TRIM'd :  Copy emailed to student : .....(date)

**CLASSROOM PRACTICE.**

Satisfactory

Unsatisfactory

**APST: 1 - Know the students and how they learn**

<ul style="list-style-type: none"> <li>1.1 Physical, social and intellectual development and characteristics of students.</li> <li>1.2 Understand how students learn.</li> <li>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</li> <li>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students.</li> <li>1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities.</li> <li>1.6 Strategies to support full participation of students with disability.</li> </ul>	<p><a href="#">Click here to enter comments</a></p> <p>Pre-service teachers should demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(a) Incorporate a range of strategies to cater for diverse needs/learning styles/cultural and linguistic backgrounds;</li> <li>(b) Engage students;</li> <li>(c) Communicate interest and enthusiasm for the subject;</li> <li>(d) Give clear directions and explanations, and question pertinently;</li> <li>(e) Work with individual students, small groups (if applicable), and with a full class;</li> <li>(f) Interpret lesson plans flexibly;</li> <li>(g) Select and use a variety of resources and approaches;</li> <li>(h) Present the lesson effectively, i.e. voice, eye contact, manner, suitable language level.</li> </ul>
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**KNOWLEDGE OF SUBJECT AND RELEVANT CURRICULA.**

Satisfactory

Unsatisfactory

**APST: 2 - Know the content and how to teach it**

<ul style="list-style-type: none"> <li>2.1 Content and teaching strategies of the teaching area.</li> <li>2.2 Content selection and organisation.</li> <li>2.3 Curriculum, assessment and reporting.</li> <li>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.</li> <li>2.5 Literacy and numeracy strategies</li> <li>2.6 Information and Communication Technology.</li> </ul>	<p><a href="#">Click here to enter comments</a></p> <p>Pre-service teachers should demonstrate:</p> <ul style="list-style-type: none"> <li>(a) Thorough knowledge of subject area;</li> <li>(b) Knowledge of current curricula;</li> <li>(c) Ability and willingness to research additional background knowledge.</li> <li>(d) Knowledge of various teaching approaches, resources, and technologies in their area</li> <li>(e) integrate reconciliation into their planning and delivery of curriculum</li> </ul>
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**PLANNING AND PREPARATION.**

Satisfactory

Unsatisfactory

**APST: 3 - Plan for and implement effective teaching and learning.**

<ul style="list-style-type: none"> <li>3.1 Establish challenging learning goals</li> <li>3.2 Plan, structure and sequence learning programs</li> <li>3.3 Use teaching strategies</li> <li>3.4 Select and use resources</li> <li>3.5 Use effective classroom communication</li> <li>3.6 Evaluate and improve teaching programs</li> <li>3.7 Engage parents/carers in the educative process</li> </ul>	<p><a href="#">Click here to enter comments</a></p> <p>Pre-service teachers should demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>(a) Consult with mentor teacher about the syllabus and the nature of the class;</li> <li>(b) Identify appropriate objectives of units and lessons;</li> <li>(c) Take into account different student abilities and be responsive to student needs;</li> <li>(d) Prepare adequate lesson plans, with a logical sequence of learning activities;</li> <li>(e) Show imagination and initiative in identifying, accessing, and incorporating resources;</li> <li>(f) Incorporate opportunities for feedback to students and parents/carers;</li> <li>(g) Allocate time effectively.</li> </ul>
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**LEARNING ENVIRONMENT – MANAGEMENT AND DISCIPLINE.**

Satisfactory

Unsatisfactory

**APST: 4 - Create and maintain supportive and safe learning environments**

<p>4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically</p>	<p><b>Click here to enter comments</b> Pre-service teachers should demonstrate an ability to: (a) Organise and manage the classroom to ensure a positive, supportive and appropriate climate for learning; (b) Establish and maintain appropriate behaviour management strategies, following institutional guidelines and procedures; (c) Develop sound professional and personal relationships with students. (d) Deal appropriately with minor interruptions; (e) Manage general organisation and administration</p>
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**ASSESSMENT AND REPORTING.**

Satisfactory

Unsatisfactory

**APST: 5 - Assess, provide feedback and report on student learning**

<p>5.1 Assess student learning 5.2 Provide feedback to students and their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement</p>	<p><b>Click here to enter comments</b> Pre-service teachers should demonstrate: (a) The ability to develop and apply a range of assessment strategies; (b) An understanding of the importance of the clear presentation of assessment criteria to students; (c) The ability to complete marking/grading in a reasonable time period and report back to students in a clear and supportive way. (d) Appropriate recording procedures; (e) A knowledge of assessment policies, practices and proformas; (f) An ability to evaluate the effectiveness of the learning program.</p>
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**PROFESSIONAL QUALITIES, PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL DEVELOPMENT.**

Satisfactory

Unsatisfactory

**APST: 6 - Engage with Professional Learning**

<p>6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning</p>	<p><b>Click here to enter comments</b> Pre-service teachers should demonstrate; (a) Commitment and enthusiasm for teaching; (b) An ability to develop personal and professional relationships with students e.g. positive responses from students; approachability; willingness to listen to students; respect for and from students. (c) An ability to develop personal and professional relationships with colleagues e.g. accepts responsibility for assigned tasks; assumes initiative; identifies classroom, school and government policies; attends meetings; maintains confidentiality; becomes involved in extra-curricular activities; participates as a team member. (d) An ability to identify teaching strengths and weaknesses and respond constructively to feedback.</p>
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**APST: 7 - Engage professionally with colleagues, parents/carers and the community**

Satisfactory

Unsatisfactory

<p>7.1 Meet professional ethics and responsibilities</p> <p>7.2 Comply with legislative, administrative and organisational requirements</p> <p>7.3 Engage with the parents/carers</p> <p>7.4 Engage with professional teaching networks and broader communities</p>	<p>Please note if students have not had the opportunity to engage with one or more of the standards. For example, if there has been no interaction with parents or carers.</p>
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**Overall Evaluation.<sup>4</sup>**

The pre-service teacher’s overall rating should reflect the mentor’s view of how they performed against the Graduate level of the Australian Professional Standard for Teachers.

<p>Any additional comments about the performance of this Pre-service Teacher and their impact on student learning can be added here. Attached is a rubric designed to assist you in your evaluation of our pre-service teacher’s overall performance.</p> <p><b>NOTE: Please complete the Final Report – Placement 2 as the expectations of pre-service teachers in their second placement differ.</b></p>	<p><input type="checkbox"/> Below Graduate Standard</p> <p><input type="checkbox"/> Developing Towards Graduate Standard</p> <p><input type="checkbox"/> Meets Graduate Standard</p> <p><input type="checkbox"/> Exceeds Graduate Standard</p>
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An electronic signature can be added here. If you’re not using an electronic signature, then please delete this text before you print the report

Signed: .....

Classroom/Supervising Teacher

Please enter the date of the report here

Date: .....

An electronic signature can be added here. If you’re not using an electronic signature, then please delete this text before you print the report

Signed: .....

Site Co-ordinator/Principal

Please enter the date of the report here

Date: .....

Staff at the University of Adelaide’s School of Education greatly value your opinion and appreciate the time and effort you have put into supervising our pre-service teachers.

Thank you  
Jan Keightley  
Head of School

Signed: .....

For the University of Adelaide

Certification Stamp

<sup>4</sup> <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

### Evaluation Rubric

Please note that there is some latitude in interpreting these ratings. If Mentor teachers believe that their mentees reflected the tenor of the rating, but their attributes are not reflected in the examples given, they should give the rating that they think best reflects the pre-service teacher's standard and provide supportive evidence in their qualitative feedback

Rating Pre-service teachers should be rated against the Australian Professional Standards for Teachers – Graduate Career Stage <sup>5</sup>	Below Graduate Standard Little or no evidence of meeting the APST Graduate Career Stage	Developing Toward Graduate Standard Shows potential to develop to the APST Graduate Career Stage	Meets Graduate Standard Meets the expectations of the APST Graduate Career Stage	Exceeds Graduate Standard Shown to be capable beyond the expectations of the Graduate Career Stage.
<b>Classroom Practice</b> APST 1 Know the students and how they learn	Little willingness to engage with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Some willingness to engage with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>	Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning. <input type="checkbox"/>
<b>Knowledge of Content and curricula</b> APST 2 Know the content and how to teach it	Scant/erroneous knowledge of content and curricula. <input type="checkbox"/>	Knowledge of most content, but several gaps: able to meet curricular requirements. <input type="checkbox"/>	Sound knowledge of content; clear understanding of curricular needs. <input type="checkbox"/>	Strong and self-reliant knowledge of content; imaginative application of curricula. <input type="checkbox"/>
<b>Planning and preparation</b> APST 3 Plan for and implement effective teaching and learning	Little evidence of planning or preparation for teaching. <input type="checkbox"/>	Minimal evidence of planning and preparation for teaching. <input type="checkbox"/>	Clear evidence of planning and preparation for teaching. <input type="checkbox"/>	Planning and/or preparation for teaching that extends beyond the student's own class. <input type="checkbox"/>

<sup>5</sup> <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

<b>Rating</b> Pre-service teachers should be rated against the Australian Professional Standards for Teachers – Graduate Career Stage <sup>5</sup>	<b>Below Graduate Standard</b> Little or no evidence of meeting the APST Graduate Career Stage	<b>Developing Toward Graduate Standard</b> Shows potential to develop to the APST Graduate Career Stage	<b>Meets Graduate Standard</b> Meets the expectations of the APST Graduate Career Stage	<b>Exceeds Graduate Standard</b> Shown to be capable beyond the expectations of the Graduate Career Stage.
<b>Classroom Management and Discipline</b>  APST 4 Create and maintain supportive and safe learning environments	Poor/unethical classroom management skills. <div style="text-align: right;"><input type="checkbox"/></div>	Some classroom management skills, with potential to develop. <div style="text-align: right;"><input type="checkbox"/></div>	Effective classroom management skills. <div style="text-align: right;"><input type="checkbox"/></div>	Confident classroom management skills. <div style="text-align: right;"><input type="checkbox"/></div>
<b>Assessment and Feedback</b>  APST 5 Assess, provide feedback and report on student learning	Little evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching. <div style="text-align: right;"><input type="checkbox"/></div>	Some evidence of competent assessment. Limited/ late feedback. Little differentiation in assessment processes. <div style="text-align: right;"><input type="checkbox"/></div>	Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes. <div style="text-align: right;"><input type="checkbox"/></div>	Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes. <div style="text-align: right;"><input type="checkbox"/></div>
<b>Professional Relationships</b>  APST 6 Engage with Professional Learning  APST 7 Engage professionally with Colleagues, parents/carers and the community	Little/no commitment to the school, professional colleagues and students. <div style="text-align: right;"><input type="checkbox"/></div>	Minimal commitment to the school, professional colleagues and students. <div style="text-align: right;"><input type="checkbox"/></div>	Sound commitment to the school, professional colleagues and students. <div style="text-align: right;"><input type="checkbox"/></div>	Strong commitment to the school, professional colleagues and students. <div style="text-align: right;"><input type="checkbox"/></div>

## Appendix 3: Additional Support Notification & Development Support Plan

If, on discussing the Interim Report (or at any time during the placement), the pre-service teacher and mentor identify areas that require additional support, please complete this form **as soon as possible**. It is important to provide the pre-service teacher with time and experiences to demonstrate they are able to develop the knowledge and skills necessary to achieve Australian Professional Standards for Teachers (APST) **graduate teacher** expectations.

<b>Pre-service Teacher:</b>	<b>School:</b>
<b>Mentor Teachers:</b>	
Placement Subjects:	Placement                      one                      two

### Additional Support Notification

Please identify the areas where the pre-service teacher requires additional support in order to develop their skills or knowledge to the levels necessary for a graduate teacher.

Australian Professional Standards for Teachers	Requires additional support	Development on Track	Comments-please provide examples of the specific concern and some guidance related to the support that should be provided
Standard 1: Know the students and how they learn.			
Standard 2: Know the content and how to teach it.			
Standard 3: Plan for and implement effective teaching and learning.			
Standard 4: Create and maintain supportive and safe learning environments			
Standard 5: Assess, provide feedback and report on student learning			
Standard 6: Engage with professional learning			
Standard 7: Engage professionally with colleagues, parents, carers and the community			

Please scan a copy of both sides of this report and email it to the Professional Experience Office [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au) alternatively the form can be faxed to (08) 8313 3604. The pre-service teacher must be provided with a copy of this form.

**Development Support Plan for .....**  
 prepared in conjunction with a meeting of all parties.

Specific Concern	Pre-service Teacher Action	Mentor teacher Action	University Liaison Action	Date to achieve actions

.....  
 Signature of Pre-service Teacher

.....  
 Signature of Mentor Teacher

.....  
 Signature of Site Co-ordinator

.....  
 Signature of University Liaison

.....  
 Date

### **Australian Professional Standards for Teachers: Graduate Teacher Career Stage<sup>6</sup>**

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards. On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subjects, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies for creating rapport with students and managing student behaviour. They know how to support students' wellbeing and safety working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

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<sup>6</sup> <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/career-stage/graduate>