

# 2016 PROFESSIONAL EXPERIENCE HANDBOOK



**Site Coordinators  
and  
Mentor Teachers**

---

## HANDBOOK FOR SITE COORDINATORS AND MENTOR TEACHERS

---

<b>Handbook for Site Coordinators and Mentor Teachers .....</b>	<b>2</b>
<b>Thank you from the School of Education .....</b>	<b>3</b>
<b>Awards and Recognition .....</b>	<b>3</b>
<b>Information for Site Coordinators .....</b>	<b>4</b>
Placement Times .....	5
<b>People and Reporting .....</b>	<b>7</b>
Key Roles and Contacts .....	7
Interim Reporting .....	7
Additional Support & Development .....	8
Final Reports (also see Assessment of Professional Experience) .....	8
Payment Claims .....	9
<b>Roles of SITE Coordinators and Mentor Teachers .....</b>	<b>10</b>
Toolkit for Mentors .....	11
<b>Assessment of Professional Experience .....</b>	<b>12</b>
Assessment at the University Level .....	13
<b>Our University Liaisons .....</b>	<b>14</b>
<b>Appendices.....</b>	<b>15</b>
Appendix 1 - Professional Experience Interim Report .....	15
Appendix 2 - Professional Experience Report Template.....	17
Appendix 3 - Additional Support and Development Action Plan.....	23
Appendix 4 – APST Graduate Teacher Career Stage .....	25

## THANK YOU FROM THE SCHOOL OF EDUCATION

Perhaps more than any other time in the history of education now is a period of change and challenge in the Teaching Profession. The Australian National Curriculum, national standards for teacher accreditation, national testing of school students, impact of innovations in technology, imperatives of “Close the Gap” and the student-centred learning focus – all have had lasting and ongoing impacts on our education systems and the people who run them. This has necessitated re-thinking and revitalising our offerings as a School of Education, and we have a strong commitment to providing programs that are at the front of this wave of change. This responsive and reflective engagement ensures our teacher education programs are vibrant, professionally orientated, geared for ongoing innovation and considerate of the learning needs of our students as they begin their careers.

Teachers are very dedicated, characterised by their commitment to learning, their leadership and problem solving, and their enthusiasm for a subject area. The students we prepare for the profession are eager to become part of this dynamic and vitally important profession and in order to help them become the best teachers possible we value working with you to achieve this goal.

On behalf of the School of Education, we wish to thank you and your School for providing the invaluable assistance and guidance you give to our pre-service teachers. This collaboration ensures the next generation of teachers enter the profession with the best possible foundation to begin their teaching career.

Jan Keightley  
Head of School  
School of Education

## AWARDS AND RECOGNITION

Each year the University recognises outstanding mentorship of our pre-service teachers. In addition to the winners listed below, we would like to acknowledge the ongoing support of everyone involved in hosting our pre-service teachers.

The winners in various categories for 2015 were:

- Laura Coonan (Urrbrae Agricultural High School) the inaugural Site Coordinator winner. This was presented to Laura in recognition of the outstanding support she provides the University’s pre-service teachers.
- Kristen Barich (Kingston Community School) for showing support beyond expectations
- Christine Papanicolas (Prince Alfred College) for demonstrating good practice
- Kelly Penn (Hope Christian College) for fuelling passion for the teaching profession
- Andy Vinter (Aberfoyle Park Secondary School) for sharing wealth of information on all aspects of teaching

## INFORMATION FOR SITE COORDINATORS

This handbook goes into detail about the expectations the University has when our students come to you as a pre-service teacher for placement, this is a summary of those details and links to what we've advised our students in the pre-service teacher edition of this handbook.

Site Coordinator	University
<p>Advises the University of the number of pre-service teachers and the subject areas the School is willing to take.</p>	<p><i>Allocates students who meet the criteria for your School.</i></p>
<p>When approached by a University of Adelaide pre-service teacher directly, asks them to contact the University's placement team regarding their placements. Students are asked <b>not</b> to approach Schools regarding the organisation of placements.</p> <p>See "<b>Error! Reference source not found.</b>" – first dot point.</p>	<p><i>Encourages pre-service teachers who have contacts in a School to provide them to us so we can correctly make contact regarding their placement. Where pre-service teachers are also working in a School, we are unable to place them in that School.</i></p> <p><i>We advise pre-service teachers that having a contact at a School does not guarantee them a placement there. It is up to the decision of the Site Coordinator whether the School has the capacity to take them or not.</i></p>
<p>Signs and returns an electronic copy of the Confirmation of Acceptance form.</p>	<p><i>Completes the Confirmation of Acceptance form to the point of signing and sends this to the Site Coordinator.</i></p>
<p>Provides all pre-service teachers with an induction into School policies, in particular HSW. This can take place at an induction session before the pre-service teacher begins at your school but if this isn't possible, on the first day of the placement. The pre-service teacher will ask you to sign an induction certificate which also acknowledges that the School has adequate insurance.</p>	<p><i>Explains to the pre-service teacher the level of behaviour expected of them while on placement. This information is reinforced in the Professional Experience Student Handbook, a copy of which is attached (page <b>Error! Bookmark not defined.</b>).</i></p>
<p>In conjunction with Mentor teachers, devises a timetable for the pre-service teacher so it is available at induction or on the first day of placement.</p> <p>Pre-service teachers on their first placement (generally term 2) require a <b>50%</b> graduate teaching load.</p> <p>For their second placement (generally term 3) require between a <b>70%</b> and <b>80%</b> teaching load.</p>	
<p>Monitors the progress of the pre-service teacher via regular updates from the Mentor Teacher(s).</p>	<p><i>Provides support through our University Liaison staff who have experience in the secondary school environment and are available to counsel and advise pre-service teachers.</i></p>

Site Coordinator	University
<p>Notifies the University Liaison if a pre-service teacher is experiencing difficulties and in conjunction with the liaison speaks to the Mentor and pre-service teachers together. If necessary an “Additional Support Notification and Development Plan” is put in place. Please see <a href="#">Appendix 3</a>.</p>	<p><i>Provides additional assistance as required to the School and the pre-service teacher via the University Liaison and 4<sup>th</sup> Year Coordinator.</i></p>
<p>Ensures the Interim Assessment is completed by both the pre-service teachers and their Mentors. A copy of this can be found in <a href="#">Appendix 1</a>.</p>	<p><i>Provides guidance via a rubric designed to help both the Mentors and the pre-service teacher accurately and easily predict the status of the pre-service teacher’s progress.</i></p>
<p>Reviews and signs off on the Final Reports for the pre-service teacher. These should be completed and returned to the School of Education within <b>two</b> weeks of the placement being finished. A copy of the Final Report Template can be found in <a href="#">Appendix 2</a>.</p>	<p><i>Regularly updates its Professional Experience Report template in line with the feedback it receives from both Mentors and Site Coordinators.</i></p>
<p><b>DECD Schools:</b> Claims for payment for Mentor Teacher and Site Coordinators are made via the DECD online payment system for teachers. Once all claims have been made for the placement period, an invoice for the total amount (including GST) is forwarded to the School of Education.</p> <p>Please provide a copy of the “Summary by Student” and “Summary by Teacher” report from the HRS system. A copy of the detailed claims report is not necessary.</p>	<p><i>Processes all claims for payment in a timely manner (note the Universities payment terms are 30 days).</i></p>
<p><b>Non-DECD Schools:</b> The “Independent School Claim” form should be completed and forwarded to the School’s Business Manager so that an invoice can be drawn up and sent to the School of Education for payment.</p>	<p><i>Processes all claims for payment in a timely manner (note the Universities payment terms are 30 days).</i></p>

All forms can also be downloaded from the School of Education’s [website](#).

## PLACEMENT TIMES

---

The dates for placements in 2016 are more flexible than in some previous years and we encourage you to choose the time period which suits your School best.

**Placement 1 – term 2 dates**, any one of the following time periods

- Commence 9<sup>th</sup> May (week 2) ending 10<sup>th</sup> June (end of week 6)

- Commence 16<sup>th</sup> May (week 3) ending 17<sup>th</sup> June (end of week 7)
- Commence 23<sup>rd</sup> May (week 4) ending 24<sup>th</sup> June (end of week 8)
- Commence 30<sup>th</sup> May (week 5) ending 1<sup>st</sup> July (end of week 9)
- Commence 6<sup>th</sup> June (week 6) ending 8<sup>th</sup> July (end of week 10)

**Placement 2 – term 3 dates, either**

- Commence 22<sup>nd</sup> August (week 5) ending 23<sup>rd</sup> September (week 9), or
- Commence 29<sup>th</sup> August (week 6) ending 30<sup>th</sup> September (week 10)

Placement 1 normally occurs in term 2 and pre-service teachers in their first placement require a load equivalent to 50% of a graduate teacher’s load. The first week of placement 1 should be observation only, for a number of the pre-service teachers, this will be their first time in a School as a teacher.

Placement 2 normally occurs in term 3 and pre-service teachers in their second placement require a load equivalent to between 70% and 80% of a graduate teacher’s load. In their second placement, pre-service teachers are more aware of their role in the school; we ask in this situation that the first 2 or 3 days are observation days.

Placement	Two weeks before placement	Placement weeks					Two weeks after placement
		Week 1	Week 2	Week 3	Week 4	Week 5	
1	Pre-service teacher contacts School	Induction** and week Observation	<b>Teaching commences</b> End of week, interim report	Teaching continues	Teaching continues	Teaching continues	Report sent to University
2	Pre-service teacher contacts School	Induction** and 2/3 days Observation <b>Teaching commences</b>	Teaching continues Mid to end of week, Interim report	Teaching continues	Teaching continues	Teaching continues	Report sent to University

\*\* a number of schools prefer to complete the induction process before pre-service teachers commence their placement. We encourage Schools to make an induction time which suits them best.

---

## PEOPLE AND REPORTING

---

### KEY ROLES AND CONTACTS

---

1. **Site Coordinator:** responsible for linking pre-service teachers with Mentor Teachers and the general administration of the placement. Conducts the induction for the pre-service teacher and monitors their progress. Not involved in the day to day running of the placement unless there are issues which the Mentor Teachers need assistance with.
2. **Mentor Teacher:** is the key role model for the pre-service teacher. Mentor Teachers guide and chaperone pre-service teachers and encourage them to fully participate in the life of the School. They monitor the progress of the pre-service teacher and provide feedback on a regular basis, working with the pre-service teacher to improve their practice in the classroom. Regularly update the Site Coordinator on the progress of the pre-service teacher and contacts the University Liaison if there are issues during the placement where additional guidance is required.
3. **University Liaison:** The University provides to each School hosting pre-service teachers a University Liaison. Our liaisons are either current members of the School of Education staff or are retired teachers/principals and are dedicated to providing both pre-service teachers and staff at your School any support required during the placement period. 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 the pre-service teachers in the School, after that they will keep in contact via email and will visit as necessary. Please note that, unless asked, the University Liaison will not observe lessons.
4. **Pre-service teacher:** This will be one of our final year students who is undertaking either their 4<sup>th</sup> Year Bachelor of Teaching or a Graduate Diploma in Education.
5. **Final Year Coordinator:** Dr Michelle Picard is the coordinator of the program in which these pre-service teachers are enrolled. She oversees the academic learning that pre-service teachers undertake before they come to your School for their placement.

If you have any questions for Michelle, please email her at [michelle.picard@adelaide.edu.au](mailto:michelle.picard@adelaide.edu.au).

6. **Professional Experience Placement Coordinator:** Mrs Petra Galbraith is the staff member who looks after finding our pre-service teachers their final placements. Petra contacts Site Coordinators to discuss hosting students.

If you have any questions for Petra, please email her at [petra.galbraith@adelaide.edu.au](mailto:petra.galbraith@adelaide.edu.au).

### INTERIM REPORTING

---

It has been found that while most pre-service teachers are capable of self-reflection with respect to their teaching in the classroom, others are not and this second group are often those who fall in to difficulties during their placement. In order to ensure the expectations of the Mentor Teachers and the pre-service teacher are aligned, we have found that a collaborative conversation at the end of the first teaching week is important.

The School of Education has developed a simple reporting tool designed to enable both Mentors and pre-service teachers indicate their perspective of the placement is progressing on a simple scale measured against the Australian Professional Standards for Teachers<sup>1</sup> (APST). To facilitate this conversation we ask the Mentor Teachers and the pre-service teacher complete the Interim Report separately and then come together to discuss the outcome of their individual reflections (the Interim Report form can be found in [Appendix 1](#)).

Where the performance of the pre-service teacher is well below that expected of a Graduate Teacher Career Stage, we request the Additional Support Notification and Development Plan be implemented.

## **ADDITIONAL SUPPORT & DEVELOPMENT**

---

We recognise that in every cohort of students that there will be one or two who do not perform as well as expected. The University, through its experienced University Liaisons, provides support for both the School and the pre-service teachers during this time. As soon as the Mentor Teacher has identified that a pre-service teacher is not satisfactorily progressing on their placement, we ask them to contact their University Liaison. The liaison will advise on how issues can be resolved.

The Additional Support Notification and Development Plan (ASNaDP) (template is in [Appendix 3](#)) is the official notification to the pre-service teacher that they have areas of their teaching which require improvement if they wish to be successful on placement. In completing the ASNaDP, we ask Mentor Teachers to identify the areas which require improvement and to provide guidance on how the pre-service teacher can improve.

There should then be a meeting attended by the Site Coordinator, Mentor Teacher, University Liaison and the pre-service teacher to discuss the issues identified in the ASNaDP. The action plan must be agreed upon and signed off by all parties.

Deadlines for improvement must be part of the ASNaDP and it is recommended the Mentor Teacher, University Liaison and the pre-service teacher meet when the actions for improvement are due to be completed to ensure all parties are satisfied that required standards of conduct have been met.

A copy of the ASNaDP should be held by the School, the pre-service teacher and a copy given to the University Liaison.

## **FINAL REPORTS (ALSO SEE ASSESSMENT OF PROFESSIONAL EXPERIENCE)**

---

A copy of the Professional Experience Report template for the first placement can be found in [Appendix 2](#), an electronic copy can be downloaded from the School of Education's [website](#). We recommend saving the templates to your hard-drive before filling the report in. To allow pre-service teachers to demonstrate their capacity to develop towards these standards, there are differing expectations of the pre-service teacher depending whether it is their first or second placement in their final year. The final assessment templates have been developed to allow Mentor Teachers flexibility in the assessment process.

---

<sup>1</sup> <http://www.aitsl.edu.au/australian-professional-standards-for-teachers>



The report should be completed by the Mentor Teachers and counter-signed by the Site Coordinator. Where a pre-service teacher has completed their placement with more than one mentor teacher in the same subject area, a single, consolidated report can be completed. Where there are differing subject areas (for example Physics and Indonesian) we ask that there be separate reports for these subjects.

It is vital for the University to receive the Professional Experience Reports in a timely manner as the pre-service teacher's completion of their placement course depends on this. We ask, where possible, for the reports to be provided to us within two weeks of the completion of the placement. Reports should be sent directly to the School of Education either:

- via email to [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au), or
- via snail mail to: Attention - Professional Experience Office; School of Education; University of Adelaide; South Australia 5005

## **PAYMENT CLAIMS**

---

The amount Mentor Teachers and Site Coordinators are able to claim for the supervision of pre-service teachers is determined by the [Teachers \(DECD\) Award](#) (see clause 5.11 and Schedule 1 – clause 8). The conditions of this award are determined through DECD and payment amounts are updated each July.

**DECD Schools:** Teachers in DECD Schools claim directly through the DECD online payment claim system. This can be accessed via the [LinkLearn Portal](#). University staff do not have access to the portal and are unable to provide advice on the claim process. Enquiries about this should be directed to Shared Services (Payroll Team 05); phone: (08) 8462 1333 (Press 1) or email [Payroll05@sharedservices.sa.gov.au](mailto:Payroll05@sharedservices.sa.gov.au).

Once all claims are made for the placement period, the School's Business Manager should raise an invoice for the total amount of the payments claimed. Please provide a copy of the "Summary by Student" and "Summary by Teacher" report from the HRS system. A copy of the detailed claims report is not necessary.

**Independent Schools:** The University cannot pay Mentor Teachers and Site Coordinators directly; these payments must be made through your school. The University has an Independent School Claim form which can be found [here](#), we recommend that you save this to your hard-drive before completing it. The form automatically calculates the amount to be paid once the details have been entered. An invoice for this amount should be raised by the School's Business Manager and forwarded to the University for payment. Please provide a copy of the Independent School Claim form with the invoice.

Invoices should be forwarded either:

- via email to [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au), or
- via snail mail to: Attention - Professional Experience Office; School of Education; University of Adelaide; South Australia 5005

The University's terms of payment are 30 days. However, invoices will not be processed until all pre-service teacher reports from your School have been received by the School of Education.

## ROLES OF SITE COORDINATORS AND MENTOR TEACHERS

We respect and value the roles that both Site Coordinators and Mentor Teachers play in the professional experience our pre-service teachers receive in your School.

We would like to highlight the expectations of School staff supervising pre-service teachers.

Mentor Teacher	Site Coordinator
<p>Introduce pre-service teachers to staff in their faculty or discipline.</p> <p>Arrange for the pre-service teacher to observe other classes, both within and outside their discipline</p>	<p>Provides all pre-service teachers with an induction into School policies and processes; importantly the HSW procedures of the School</p>
<p>Be aware of the teaching program for the pre-service teacher and program this into relevant lessons.</p> <p>Allow the pre-service teacher to observe classes during their observation days and discuss with them their comments on these days. Encourage the pre-service teacher to participate in minor tasks where appropriate.</p>	<p>Ensure the pre-service teacher has a teaching program at the beginning of the placement; note there are observation days before teaching begins.</p>
<p>Encourage the pre-service teacher to engage fully in School activities.</p>	<p>Where appropriate, invite the pre-service teachers to Professional Development Opportunities, School meetings and out of School hours activities.</p>
<p>Both Site Coordinators and Mentor Teachers should ensure that pre-service teachers are aware of their responsibilities with respect to lesson and unit planning and preparation.</p>	
<p>Provide feedback on lesson and unit plans. Pre-service teachers have been advised to provide these to their Mentor Teachers <b>48</b> hours prior to the class being held.</p>	
<p>Observe the pre-service teacher in the classroom.</p> <p><b>Note:</b> pre-service teachers should not be left alone in the class room. Although they have their DCSI and RAN certificates they are not registered teachers.</p>	<p>If there are issues during the placement, it may become necessary for the Site Coordinator to observe the pre-service teacher in the classroom.</p>
<p>Provide constructive written feedback on lessons given by the pre-service teacher. Observational notes should be discussed with the pre-service teacher; it is expected these will identify both strengths and weaknesses.</p>	

Mentor Teacher	Site Coordinator
<p>Align the expectations of yourself and the pre-service teacher by separately completing the Interim Report. The outcomes of this should then be discussed in a collaborative manner.</p>	<p>Ensure the Interim Report is completed and discussed.</p>
<p>Where a pre-service teacher is not progressing satisfactorily, the <b>“Error! Reference source not found.”</b> process should be commenced.</p> <p>Ideally this should be identified and actioned before the end of the third week of placement to allow the pre-service teacher to improve their performance.</p>	<p>Where a pre-service teacher is experiencing difficulties, contact the University Liaison and coordinate a meeting with the pre-service teacher, liaison and Mentor Teachers.</p> <p>A follow up meeting to determine the outcome of the Development Plan should also be made.</p>
<p>Update the University Liaison with information on the pre-service teacher’s progress where necessary.</p>	
<p>Prepare the Professional Experience Report for the placement; a copy of the template can be downloaded from <a href="#">here</a>. It is recommended that you first save this to your hard-drive before commencing filling this in.</p> <p>The report should be completed in line with the expectations of the Graduate Standards of the Australian Professional Standards for teachers<sup>2</sup>. Note the report requirements differ in placement 2.</p>	<p>Sign off on the Professional Experience Placement Report and forward it to the University.</p> <ul style="list-style-type: none"> <li>• via email to <a href="mailto:education.practicum@adelaide.edu.au">education.practicum@adelaide.edu.au</a>, or</li> <li>• via snail mail to: Attention Professional Experience Office; School of Education; University of Adelaide; South Australia 5005</li> </ul>

## TOOLKIT FOR MENTORS

---

The Australian Institute for Teaching and School Leadership (AITSL) has a number of online resources for teachers. One of their online Professional Learning Programs covers the topic “Coaching and Mentoring<sup>3</sup>” (it can be found [here](#)), it includes a toolkit on “Supervising Pre-service Teachers”. The online toolkit is free for registered teachers to complete and takes between 6-8 hours. Teachers who complete the module receive a certificate which can be used as evidence of professional learning for re-registration.

AITSL describe the “Supervising Pre-service Teachers” resource as *“an interactive and self-directed online professional learning experience. The modules are designed to enhance the knowledge and skills of those who supervise pre-service teachers during a professional experience placement.”*

<sup>2</sup> <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

<sup>3</sup> <http://www.toolkit.aitsl.edu.au/category/coaching-mentoring>

---

## ASSESSMENT OF PROFESSIONAL EXPERIENCE

---

Satisfactory performance during two final year professional experience placements is necessary for the awarding of a Graduate Diploma or Bachelor of Teaching Degree.

### Assessment of pre-service teachers;

- privileges the judgement of Mentor Teachers; we recognise the expertise of Mentor Teachers. Their intensive involvement with the pre-service teacher places them in an ideal position to provide constructive assessment of the pre-service teacher's performance in the classroom.
- is based on the **Graduate Teacher Career Stage** of the Australian Professional Standards for Teachers ([APST](#)). A summary of the expectations of a Graduate Teacher can be found in [Appendix 4](#).
- will develop their teaching capabilities while on placement, this is demonstrated through improved teaching performance throughout the placement period.
- by the mentor teacher(s) is based on their direct observations of the pre-service teacher, both in and out of the classroom.
- is continuous over the five week blocks. Constructive assessment is vital to the development of the pre-service teacher and should be designed to assist the pre-service teacher develop their practice and confidence.

### Based on the above principles it is recommended that;

- continuous assessment occurs through consultation between the Site Coordinator and Mentor Teachers, with regular feedback provided to the pre-service teachers. This ensures there are opportunities for modification and improvement of teaching performance before the final assessment of the placement is completed.
- an interim assessment is made after the first week of teaching; this should be completed by mentors and the pre-service teacher independently and the outcomes discussed. A copy of the interim assessment should be provided to the University Liaison and the Site Coordinator. The Interim Report can be found in [Appendix 1](#). The aim of this process is to establish a clear base-line from which pre-service teachers are able to reflect and further develop their skills. If the outcome of the interim assessment raises concerns about the progress of the pre-service teacher, it is recommended the Additional Support & Development process (see page 8) be considered.
- for all assessments, the expectations placed on the pre-service teacher align with the APST Graduate Teacher Career Stage ([Appendix 4](#)). To allow pre-service teachers to demonstrate their capacity to develop towards these standards, there are differing expectations of the pre-service teacher depending whether it is their first or second placement in their final year. The final assessment templates have been developed to allow Mentor Teachers flexibility in the assessment process.
- the pre-service teacher's performance in and out of the classroom is reported using the Pre-service Teacher Assessment Report form ([Appendix 2](#)).
- the Final Report should be given to the Site Coordinator at the school after it has been discussed with the pre-service teacher. Reports should be sent to the University within two weeks of the conclusion of the placement.

**Please ensure reports are sent in promptly;** pre-service teachers include them with applications for teacher registration and employment.

Copies of the assessment templates can be downloaded from [here](#)<sup>4</sup>.

---

<sup>4</sup> <https://education.adelaide.edu.au/employ/student-teachers/#Reports>

## ASSESSMENT AT THE UNIVERSITY LEVEL

---

The School of Education bases the pre-service teacher's grade for professional experience placements on the report(s) received from the Mentor Teachers. Pre-service teachers must pass the first placement before beginning the second.

- A successful Professional Experience is graded as a Non-Graded Pass on the pre-service teachers' Academic Transcript.
- Should a pre-service teacher be assessed to be "Below Graduate Standard" on completion of one of their placements, additional support will be provided to them before a repeat placement is found. While on their repeat placement, the pre-service teacher will be closely monitored by their University Liaison.
- Where there are significant differences in the assessments from a single school for a pre-service teacher's placement, the University Liaison will confer with the Site Coordinator and in conjunction with the School of Education's Final Year Coordinator will determine the outcome for the placement.

---

## OUR UNIVERSITY LIAISONS

---

To support both our placement Schools and our pre-service teachers, the University allocates a dedicated University Liaison to act as each School's dedicated contact person. Our University Liaisons are either current members of the School of Education's academic staff, one of our PhD students or a retired teacher. In more remote Schools, this contact and support will be provided by telephone, email and/or Skype.

Our University Liaison will:

- make initial contact with the School's site coordinator to arrange a site visit during the first placement week, where this is possible.
- provide the School with copies of their Teacher Registration certificate or their DCSI and RAN-EC certificates on their first on-site visit to the School.
- be available to discuss issues the pre-service teacher is experiencing and provide them with the support they require to successfully complete the placement.
- be able to respond to question relating to aspects of the teaching program, university requirements for the professional experience.
- observe the pre-service teacher in class only at the request of the pre-service teacher and with the permission of the Mentor Teacher involved.

The University Liaisons, by necessity, have less contact with the pre-service teacher. Therefore the judgement of the Mentor Teacher, in conjunction with the Site Coordinator, is paramount for the assessment of the pre-service teacher's placement. The University Liaisons are able to be involved in discussions regarding the pre-service teacher's performance but the final assessment must be the responsibility of the host School personnel.

In the case of a pre-service teacher who requires Additional Support (see Additional Support & Development page 8) the University Liaison will be available to:

- provide support and advice to the Site Coordinator and Mentor Teachers in the event that a pre-service teacher is considered by School staff to be at risk of failure of the professional experience placement.
- participate in meetings which are held with the pre-service teacher to discuss inadequate progress.
- facilitate reflective discussions with the pre-service teachers on their progress and performance and the identification of additional support required.
- support the pre-service teacher and keep in contact with the School where there are issues to be followed up.

We strive to match University Liaisons with Schools and to maintain continuity to this relationship. Past practice has shown that a good rapport between the Site Coordinator and University Liaison facilitates communication and support for all involved with placements.

# 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>5</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	Shows potential to develop to the APST Graduate Career Stage	Meets the expectations of the APST Graduate Career Stage	Shown to be capable beyond the expectations of the Graduate Career Stage.
	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"/>

<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>Planning and preparation</b>  APST 3 Plan for and implement effective teaching and learning	Little evidence of planning or preparation for teaching. <input data-bbox="853 499 891 539" type="checkbox"/>	Minimal evidence of planning and preparation for teaching. <input data-bbox="1261 499 1299 539" type="checkbox"/>	Clear evidence of planning and preparation for teaching. <input data-bbox="1675 499 1713 539" type="checkbox"/>	Planning and/or preparation for teaching that extends beyond the student's own class. <input data-bbox="2089 499 2128 539" type="checkbox"/>
<b>Classroom Management and Discipline</b>  APST 4 Create and maintain supportive and safe learning environments	Poor/unethical classroom management skills. <input data-bbox="853 738 891 778" type="checkbox"/>	Some classroom management skills, with potential to develop. <input data-bbox="1261 738 1299 778" type="checkbox"/>	Effective classroom management skills. <input data-bbox="1675 738 1713 778" type="checkbox"/>	Confident classroom management skills. <input data-bbox="2089 738 2128 778" 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 data-bbox="853 1015 891 1054" type="checkbox"/>	Some evidence of competent assessment. Limited/ late feedback. Little differentiation in assessment processes. <input data-bbox="1261 1015 1299 1054" type="checkbox"/>	Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes. <input data-bbox="1675 1015 1713 1054" type="checkbox"/>	Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes. <input data-bbox="2089 1015 2128 1054" 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 data-bbox="853 1294 891 1334" type="checkbox"/>	Minimal commitment to the school, professional colleagues and students. <input data-bbox="1261 1294 1299 1334" type="checkbox"/>	Sound commitment to the school, professional colleagues and students. <input data-bbox="1675 1294 1713 1334" type="checkbox"/>	Strong commitment to the school, professional colleagues and students. <input data-bbox="2089 1294 2128 1334" 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: University staff member.</b>
<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>
---

<b>Teaching/Learning Context (eg: year levels, class sizes etc)</b>
---

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>
--	---

**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>
--	--

**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>
--	--

**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>
---	--

**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>
---	---

**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>
--	---

**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>
---	--

**Overall Evaluation.<sup>6</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>
--	--

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>6</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>7</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>7</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>7</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>8</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.

---

<sup>8</sup> <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/career-stage/graduate>