



GRADUATE DIPLOMA  
IN EDUCATION  
CONNECT: PROFESSIONAL  
EXPERIENCE HANDBOOK 2015

UNIVERSITY OF  
WOLLONGONG  
AUSTRALIA





# **GRADUATE DIPLOMA IN EDUCATION**

**PROFESSIONAL EXPERIENCE  
HANDBOOK 2015**

**A message to:**

**Principals / In-School Coordinators / Supervising Teachers**

On behalf of the School of Education we welcome all participating schools and their staff to the 2015 Professional Experience program. The School of Education recognises and values the vital role schools have in the preparation, development and socialisation of Pre-service Teachers into the teaching profession. We thank Principals, In-School Coordinators, Supervising Teachers and school administrators for your professionalism and commitment to the preparation and development of our Pre-service Teachers.

The School of Education is committed to providing quality teacher education programs. We acknowledge that whilst subjects undertaken within the university provide important knowledge and skills about teaching and learning, for Pre-service Teachers the most critical learning experiences are where theory comes to life in the school setting. We appreciate and value our school partnerships and the contribution of our colleague teachers to the ongoing education of our Pre-service Teachers.

To support our Pre-service Teachers' professional experience, facilitate communication and ensure shared understandings please do not hesitate to contact the Coordinator of the Professional Experience Unit.

We look forward to working with your school community in 2015.



Professor Ian Brown  
Head of School  
School of Education  
Faculty of Social Sciences

**Please Note**

All Pre-service Teachers have been made aware of the Child Protection (Working with Children) Act 2012 and the Child Protection (Working with Children) Regulation 2013. Those enrolled prior to June 2013 have previously completed all necessary documentation, and are considered to be covered as *volunteers* in Education through the phase in of the policy until 2017. No further action is required.

New students enrolling in 2015 are required to complete the new Working with Children Check online at [www.newcheck.kids.nsw.gov.au](http://www.newcheck.kids.nsw.gov.au) and clearance must be obtained prior to attending Professional Experience.

In addition, Pre-service Teachers have completed online ASCIA anaphylaxis e-training and submitted a copy of their Certificate of Completion to the PEX Unit, School of Education.

**Disclaimer**

Please note that details in the 2015 Professional Experience Handbook are correct at the time of printing but may be subject to variation through the year.

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# **1 GENERIC INFORMATION**

## 1.1 Contact Details

### Professional Experience Unit (PEX Unit)

Professional Experience Enquiries

Tel:  
Fax:

02 4239 2380  
02 4221 3891  
[pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

### Convenors

Director of Academic Studies (Graduate Diploma of Teaching)  
Sharon Tindall-Ford

Tel:

02 4221 3553  
[sharontf@uow.edu.au](mailto:sharontf@uow.edu.au)

Director of Academic Studies (Master of Teaching)  
Dr Lynn Sheridan

Tel:

02 4221 5739  
[lynns@uow.edu.au](mailto:lynns@uow.edu.au)

Professional Experience Convenor  
Ms Deanne Petersen

Tel:

02 4252 8973  
[dpeterse@uow.edu.au](mailto:dpeterse@uow.edu.au)

## 1.2 Payment Procedures

### 1.2.1 Claiming Procedures

- In-School Coordinators will be provided with Tax Declaration forms and University Payment Vouchers. All documents must be returned in order for a claim to be processed.
- To facilitate a claim being processed, please ensure that the names of the Pre-service Teacher(s), school and all other relevant details of the Professional Experience are entered on the Payment Voucher.
- Please ensure that the Performance of Service section is signed off by the Claimant and Professional Experience In-School Coordinator/Principal.
- Post all documentation to the relevant University campus - refer to Payment Voucher for details.

### 1.2.2 Wollongong Campus only

All payment enquiries and payment vouchers should be directed to:-

Professional Experience Unit, Building 23, Room G17  
School of Education, University of Wollongong NSW 2522  
E: [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au) | T: 02 4239 2380

### 1.2.3 Superannuation

In line with current legislation, any earnings of \$450 in a calendar month attract superannuation contributions. Contributions will be paid into the University's default superannuation fund, UniSuper Ltd, unless a Choice of Superannuation Fund form, including all supporting documentation, has been received prior to the contributions being earned. Choice of Superannuation Fund forms can be found on the Australian Taxation Office website:- <http://www.ato.gov.au/content/downloads/SPR56761NAT13080.pdf>

### 1.2.4 Payment Rates

Current payment rates are as follows:-

- **In-School Supervising Teacher:** \$28.50 per Pre-service Teacher per day.
- **In-School Coordinator:** \$1.40 per Pre-service Teacher per day (where two or more Pre-service Teachers are on the same Professional Experience).

## 1.3 Policies and Procedures: Pre-service Teachers

### 1.3.1 Professional Conduct

The University of Wollongong Code of Practice – Student Professional Experience outlines the responsibility of Pre-service Teachers when they are involved in any Professional Experience in a setting outside of the University that is a requirement of a course or subject offered by the University.

Pre-service Teachers in the School of Education are expected to act in accordance with University of Wollongong Code of Practice - Student Professional Experience.

The Code of Practice can be found at: <http://www.uow.edu.au/about/policy/UOW058662.html>



**Please note** Pre-service Teachers are also required to comply with the Code of Conduct regulated by the host school. Please view the following links to access information relevant:-

- Department of Education and Communities (DEC) [http://www.det.nsw.edu.au/policies/staff/ethical\\_behav/conduct/Code\\_guide.pdf](http://www.det.nsw.edu.au/policies/staff/ethical_behav/conduct/Code_guide.pdf)
- The Catholic Education Office (CEO) <http://www.ceosyd.catholic.edu.au/Pages/Home.aspx>
- The Association of Independent Schools (AIS) <https://www.aisnsw.edu.au/Pages/default.aspx>

The School of Education expects that at all times:

- Pre-service Teachers must behave ethically and in a manner that upholds the good name of the School of Education and the University of Wollongong;
- Pre-service Teachers must adhere to the professional ethics and codes of conduct appropriate to the teaching profession;
- Pre-service Teachers must dress professionally and in a manner appropriate to the setting in which the Professional Experience is undertaken;
- Pre-service Teachers maintain confidentiality with regard to privileged information that they will have access to in all Professional Experience placements.

### **1.3.2 Professional Experience and Internship Placement Acknowledgement form**

All students must complete and return to the Professional Experience Unit a *Professional Experience and Internship Placement Acknowledgement* form before beginning any Professional Experience.

The form can be downloaded from the School of Education home page -

[socialsciences.uow.edu.au/education](https://socialsciences.uow.edu.au/education) . Select Current Students, then navigate to the Professional Experience website and follow the link to Forms.

- Failure to complete and submit the form will prevent the student from participating in any school placement in the current year and may lead to a fail in the subject the Professional Experience is aligned with.

### **1.3.3 School Placement**

For ethical and professional reasons Pre-service Teachers are not permitted to undertake Professional Experience at a school where they work, or have relatives (partner, child, parent or other close relative) employed or enrolled at a school. It is the responsibility of a Pre-service Teacher to notify the PEX Unit immediately if they have been placed in a school that breaches this policy.

### **1.3.4 School Placement Offer Procedures**

As schools may indicate their placement offers in the previous months or years prior to the Professional Experience occurring, students are requested to contact their allocated schools **only** after confirmation of an initial SOLS or Prac Admin message received from the PEX Unit. Students are requested not to contact their school until a confirmed outcome of their placement offer has been determined by email.

### **1.3.5 Variation to Professional Experience**

Each Professional Experience must be completed when scheduled in each degree and at the designated time allocated by the University within the academic year. Refer to the School of Education Professional Experience Planner which can be downloaded from the School of Education home page - [socialsciences.uow.edu.au/education](https://socialsciences.uow.edu.au/education) . Select Current Students, then navigate to Professional Experience.

If due to extenuating circumstances a Pre-service Teacher is unable to complete the Professional Experience as scheduled, they must apply to the School of Education to complete the Professional Experience at an alternative time. A *Variation to Professional Experience* form must be completed and submitted to the Professional Experience Unit. If approved by the Director of Academic Studies the Professional Experience Unit will negotiate an alternative time with the placement school.

### **1.3.6 Pre-service Teacher Academic Progress**

Where a Pre-service Teacher is making unsatisfactory academic progress or is failing a subject in which a mandatory Professional Experience is a subject requirement, the School of Education will



assess the Pre-service Teacher's suitability to participate in a mandatory Professional Experience. This is in accordance with University's General Rule 8.65.

#### **1.3.6.1 Failure of Professional Experience**

Pre-service Teachers must satisfy the requirements of each Professional Experience placement before proceeding to the next scheduled Professional Experience in the degree in which they are enrolled. Pre-service teachers who do not meet the requirements of their Professional Experience will be required to re-attempt the entire subject (coursework and professional experience). Pre-service Teachers who are unable to demonstrate the standards required for teaching in their second attempt at a Professional Experience placement will be at risk of being suspended from the program as per the Professional Experience Unsatisfactory Performance Procedure which can be found on the School of Education home page: [socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education), navigate to Current Students/Professional Experience

#### **1.3.6.2 Grounds for exclusion from a school placement**

As a result of extenuating circumstances or professional misconduct a Pre-service Teacher may be asked by the School Principal or the University of Wollongong to leave the school, terminating the Professional Experience. Reasons for the removal of a Pre-service Teacher from a school placement and subsequent failure of the Professional Experience may be due to, but not limited to, the following circumstances:

- A serious breach of the University Code of Conduct, Policies or Procedures;
- A serious breach of the relevant New South Wales Department of Education and Communities, Catholic Education Office NSW or Association of Independent School regulations;
- A Pre-service Teacher's behaviour places school pupils and/or staff or themselves at risk;
- Unexplained absences or absences without satisfactory explanation;
- A Pre-service Teacher accesses confidential school documents without permission;
- A Pre-service Teacher has demonstrated unsatisfactory progress over a period of time during Professional Experience and this unsatisfactory progress has been documented but not adequately addressed by the Pre-service Teacher (see 2.3);
- A Pre-service Teacher discredits the school or school personnel;
- Serious deficiencies in their communication skills;
- Inappropriate or unprofessional behaviour.

### **1.3.7 Working with Children Clearance Procedures**

All Pre-service Teachers have been made aware of the Child Protection (Working with Children) Act 2012 and the Child Protection (Working with Children) Regulation 2013. Those enrolled prior to June 2013 have previously completed all necessary documentation, and are considered to be covered as *volunteers* in Education through the phase in of the policy until 2017. No further action is required.

New students enrolling in 2015 will be required to complete the new online Working with Children Check at [www.newcheck.kids.nsw.gov.au](http://www.newcheck.kids.nsw.gov.au) and clearance must be obtained prior to attending Professional Experience.

### **1.3.8 Anaphylaxis Training**

Prior to attending Professional Experience, students are required to complete the Anaphylaxis online training module and return the Certificate of Completion to the PEX Unit as directed. Registration and instructions for the online training module can be found at: [etraining.allergy.org.au/](http://etraining.allergy.org.au/)

**Note:** Anaphylaxis certificates are valid for 2 years. Newly enrolled students are required to undertake anaphylaxis training in 2015 including students in the Master of Teaching program. Students who have an anaphylaxis certificate dated 2013, are required to undertake online anaphylaxis re-training in 2015.

### **1.3.9 Attendance and Absences**

Pre-service Teachers must attend all allocated Professional Experience days and be present for the whole school day - failure to do so will result in a Fail grade being awarded for the Professional Experience. A Professional Experience report must not be given to a Pre-service Teacher until all required days have been completed.

In-School Coordinators will inform Pre-service Teachers of the time of arrival and departure as this varies from school to school. Punctuality is a professional responsibility. Arrival and departure times specified by the school must be adhered to, however the School of Education expects Pre-service Teachers to be present at least 30 minutes prior to the start of the school day and be available for meetings after school.

Pre-service Teachers must sign the Attendance Register each day on arrival and departure. A Pre-service Teacher must not leave the school grounds unless they have gained permission from the In-School Coordinator.

#### **1.3.9.1 Absences and Workplace Injuries**

If an absence occurs at school due to illness or other extenuating circumstances, Pre-service Teachers must undertake the following:

- Contact the Principal, In-School Coordinator or Supervising Teacher through established channels as early as possible, e.g. email and phone call. A text message is NOT appropriate.
- Complete an Illness/Misadventure form (see Appendices) and submit this to the In-School Coordinator when they return to school. A medical certificate is required for absences of two or more days and must be attached to the form.
- The above form and documentation should be copied for the Pre-service Teacher's own records, as it will be required by the PEX Unit when the Pre-service Teacher submits PEX reports.
- Email the Director of Academic Studies, Subject Coordinator and the PEX Unit [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au) summarising the days missed and when they will be made up.
- Pre-service Teachers must negotiate with their Supervising Teacher to make up all absences. Absences cannot be made up during study weeks or when lectures or tutorials are scheduled.
- Please note if an injury occurs at school during a Professional Experience placement which requires medical attention, it is not to be claimed as "Worker's Compensation" as a Pre-service Teacher is not employed by the school. There is limited insurance provided by the university however this does not cover gap fees for any medical services or procedures. Students requiring long term treatment (such as physiotherapy) may apply to have their claim considered by the university. There is a fee involved when lodging a claim.

#### **1.3.9.2 Industrial Action**

Where industrial action is scheduled during a Professional Experience placement the In-School Coordinator should discuss the implications for the placement with the Pre-service Teachers. If industrial action results in a loss of more than one day during a placement the Pre-service Teacher may need to negotiate a make-up day with their Supervising Teacher.

#### **1.3.9.3 Public Holidays**

Where a public holiday occurs during a professional experience, it will not be necessary to make up this day. However if more than **one** day is affected, then the Pre-service Teacher may need to negotiate a make-up day with their Supervising Teacher.

#### **1.3.9.4 Jury Duty**

Jury Duty does not entitle Pre-service Teachers to an exemption from the Professional Experience. If necessary, a jury duty appeal can be lodged with the Sheriff's Office. If an exemption is not granted a Pre-service Teacher will be required to make up any Professional Experience days lost. Please note however, Pre-service Teachers are able to apply for exemption from Jury Duty via the online letter accessible through SOLS on the UOW website [www.uow.edu.au/student/central/officialdocuments/index.html](http://www.uow.edu.au/student/central/officialdocuments/index.html)

#### **1.3.10 The Law**

Pre-service Teachers should be made aware of the safety conditions and procedures of the placement school. The law as it relates to negligence applies to Pre-service Teachers in the same manner as it does to the community generally and they can be held liable for any negligent act on his/her part that results in an injury to a school Pre-service Teacher. (Refer to 1.3.1 Professional Conduct).

**Important Note:** A Pre-service Teacher should never be left alone in charge of children during their Professional Experience, as they must not assume legal responsibilities of being *in loco parentis*.

### 1.3.11 Schools as Alcohol and Drug Free Sites

Pre-service Teachers are reminded that all schools are alcohol and drug free sites. The carrying and/or consumption of alcohol and other prohibited substances onto the school site during the Professional Experience are illegal. Failure to observe this legal obligation will result in immediate termination of the Pre-service, and thus failure to complete requirements for the award of the degree.

### 1.3.12 Name Badges

Please note all Graduate Diploma of Education students are issued with a name badge by the Professional Experience Unit. In the unfortunate circumstance that a UOW name badge is misplaced, the Pre-service Teacher is required to replace and purchase their name badge.

For your convenience we have listed below the supplier's details should you need to reorder another badge:-

New Millennium Trophies & Gifts  
92 Auburn Street, Wollongong  
T: 02 4225 3717

## 1.4 Roles and Responsibilities

### 1.4.1 School Principal

Developing and maintaining close relationships between schools and the School of Education is vital to the success of the Professional Experience Program. The Principal is responsible for appointing the In-School Coordinator who will liaise with the School of Education on all Professional Experience matters. When appointed to a school and for the duration of their Professional Experience, Pre-service Teachers are under the administrative control of the school Principal. If any issues arise regarding the professional ethics and conduct of a Pre-service Teacher during a Professional Experience the Principal should contact the PEX Unit as early as possible.

The Principal has a responsibility (duty of care) to ensure the safety and wellbeing of the Pre-service Teacher in accordance with the WH & S policies relevant to the school.

### 1.4.2 In-School Coordinator

The role of the In-School Coordinator is integral to the success of the Professional Experience as they are the contact between the school and the University before, during and after each Professional Experience.

Online resources information is available to view on the School of Education website: <http://socialsciences.uow.edu.au/education/current-students/experience/index.html>

Responsibilities of the In-School Coordinator include:

- **reading the relevant sections of the UOW Professional Experience Handbook;**
- liaising with the Professional Experience Unit and communicating placements offered by their school;
- allocating Pre-service Teachers to appropriate Supervising Teachers and professional learning environments;
- informing Pre-service Teachers when, where and who to report to on their first day of Professional Experience;
- arranging orientation and induction of Pre-service Teacher(s) to the school. This should include but is not limited to the following areas: arrival and departure times of teachers, dress code, school policies and procedures, professional conduct;
- being available to meet the Pre-service Teacher(s) on their first day and ensure they are aware of relevant school policies and procedures;
- ensuring Pre-service Teachers are receiving appropriate support and mentoring from their Supervising Teacher;
- observing a Pre-service Teacher if the Supervising Teacher has concerns regarding their progress and level of competence;

- informing the University Advisor or the Professional Experience Unit immediately when the school has concerns with Pre-service Teacher competence and/or professional conduct;
- monitoring Pre-service Teacher attendance to ensure all days required for the Professional Experience are completed;
- returning the Attendance Register sheets and Pay Claims to the Professional Experience Unit as soon as possible after the conclusion of the Professional Experience;
- ensuring all reports are word processed and professionally presented; and
- ensuring Pre-service Teachers receive the signed original copies of their Professional Experience reports after they have completed the attendance requirements for the Professional Experience.

### 1.4.3 Supervising Teacher

The role of the Supervising Teacher is critical in determining the quality and nature of a Pre-service Teacher's Professional Experience. They have a significant role in facilitating Pre-service Teacher learning and development while in the school setting and enhancing their professional understandings and competence.

Online resources information is available to view on the School of Education website: <http://socialsciences.uow.edu.au/education/current-students/experience/index.html>

Responsibilities of the Supervising Teacher include:

- **reading the relevant sections of the UOW Professional Experience Handbook;**
- discussing and negotiating teaching allocation with the Pre-service Teacher;
- informing of relevant school/class policies and procedures that their Pre-service Teacher must be made aware of or implement during the Professional Experience;
- a willingness to be observed in the process of teaching/learning by your Pre-service Teacher;
- providing guidance and support on lesson planning, preparation and implementation;
- insisting on lessons plans being presented and discussed prior to implementation;
- ensuring that the Pre-service Teacher meets the obligations outlined in this Handbook;
- providing regular written and oral feedback to Pre-service Teachers (there should be a minimum of three written University of Wollongong feedback sheets per week);
- informing the In-School Coordinator and/or University Advisor immediately when a Pre-service Teacher is making unsatisfactory progress or if concerned with their professional conduct;
- providing signed original Australian Professional Standards for Teachers - Professional Experience Report to their Pre-service Teacher at the conclusion of the Professional Experience; and
- returning all administrative documents to the In-School Coordinator as soon as possible.

Note: If there are any concerns regarding a Pre-service Teacher's attitude, commitment or performance please contact the Professional Experience Unit immediately - T: 02 4239 2380 | E: [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

### 1.4.4 University Advisor

During all Professional Experiences a lecturer from the School of Education is allocated to each school to liaise with the In-School Coordinator, Supervising Teachers and Pre-service Teachers. The University Advisor will maintain contact with the school either by phone, school visits or email.

Responsibilities of the University Advisor include:

- **reading the relevant sections of the UOW Professional Experience Handbook;**
- enhancing the relationship between the School of Education and schools;
- contacting their schools by an email and phone call to introduce themselves to the Principal/In-School Coordinator/Supervising Teacher and explain the nature of the liaison for the particular Professional Experience;

- contacting the Pre-service Teachers by email by the end of the first week of the Professional Experience;
- where possible, arranging with the In-School Coordinator an initial meeting with Pre-service Teachers and Supervising Teachers;
- supporting and advising Pre-service Teachers throughout the Professional Experience;
- providing further support for Supervising Teachers and Pre-service Teachers through lesson observation and mentoring when a Pre-service Teacher is making unsatisfactory progress;
- informing the Professional Experience Unit if a Supervising Teacher has concerns with a Pre-service Teacher's progress or professional conduct;
- placing Pre-service Teachers on Phase 1 if required and completing required paperwork and sending all documentation to the Professional Experience Unit; and
- informing the Professional Experience Unit of the feedback they receive from schools regarding the Professional Experience program.

#### **1.4.5 Pre-service Teacher**

During each Professional Experience placement Pre-service Teachers must:

- demonstrate commitment and enthusiasm towards the teaching profession;
- display the ability to teach the minimum teaching allocation and carry out all duties required of a Pre-service Teacher;
- listen and respond accordingly to feedback provided by Supervising Teacher and University Advisor;
- have read the appropriate sections for their program of the Professional Experience Handbook; and
- know the requirements of their Professional Experience and discuss the expectations stated in the Handbook with their Supervising Teacher and In-School Coordinator

##### **1.4.5.1 Orientation to schools**

During the first week in a school, Pre-service Teachers must become familiar with the culture of the school. They will be expected to become familiar with:

- school policies and routines;
- teaching resources, equipment, rooms, timetables and facilities;
- subject curriculum and programs in use in the school;
- library facilities and resources;
- legal, professional and personal responsibilities of the teacher;
- special projects, curricular developments and the extracurricular school programs.

When not teaching, Pre-service Teachers must observe teaching practices in a variety of contexts and give assistance to teachers in:

- providing learning assistance in the classroom;
- organisation and preparation of teaching aids;
- assessment and evaluation;
- additional duties, e.g. playground and bus duty.

Pre-service Teachers are expected to undertake observation and planning activities in relation to the class/classes, which will be taught during the Professional Experience. Specific guidelines for each Professional Experience program are outlined in this Handbook.

##### **1.4.5.2 Lesson Planning and Reflections**

- Planning must be completed for every lesson taught;
- Planning must be presented in written form, to the Supervising Teacher before the lesson is taught with sufficient time (24 hours) allowed for discussion so that comments and suggestions can be made, discussed and implemented prior to teaching;
- Pre-service Teachers are expected to complete regular daily and weekly written self-reflections;

- Copies of **all** lesson plans and reflections must be maintained for later reflection and to assist in preparation for future teaching; and
- In the later stages of teacher education courses planning may be in a daybook format following negotiation with the Cooperating Teacher

Where lesson planning is not presented to the standard expected by the Supervising Teacher or the School of Education, a Pre-service Teacher may be deemed to be making unsatisfactory progress.

Sample lesson plans can be found in the Appendices.

#### **1.4.5.3 Use of School Resources**

Pre-service Teachers are expected to take great care with the use of equipment and materials that are the property of the school. They should obtain permission from the appropriate school authority (usually the Supervising Teacher) before committing themselves to teaching procedures that require the use of expendable materials and before using school equipment. This applies particularly to the use of photocopying which represents a considerable cost item for schools. As a general rule, Pre-service Teachers should not request the use of photocopying facilities for their own use, for example, copying teachers' programs, syllabus documents, teaching resources, etc. unless negotiated with the school.

#### **1.4.5.4 Additional Duties**

It is an expectation of the School of Education that all Pre-service Teachers participate fully in the life of the school during their professional teaching experience. This includes participating in extracurricular school activities, staff meetings, professional development activities and other duties, as required by the Principal and Supervising Teachers.

In addition to professional responsibilities associated with classroom teaching, Pre-service Teachers are expected to fulfil duties such as playground and bus duty, school sport, assemblies and other extracurricular activities. Pre-service Teachers must not be given sole responsibility when in these roles. If a school requests a Pre-service Teacher to attend a school excursion during Professional Experience that is more than one day the Pre-service Teacher should seek approval from the School of Education.

#### **1.4.5.5 Professional Experience Report - Collection and Submission**

Pre-service Teachers are responsible for checking that reports are word-processed on the correct report template and that all personal details have been completed correctly on the Australian Professional Standards for Teachers – Professional Experience report. Pre-service Teachers are required to **submit the original signed report and a copy of the report to the PEX Unit** for endorsement by the School of Education. Please note all reports align with the Australian Professional Standards for Teachers.

Pre-service Teachers will be notified by the PEX Unit of the due date of submission of their reports. Failure to submit the reports for endorsement will lead to a withheld grade being awarded for the subject in which the Professional Experience is embedded.

## **2 ASSESSMENT AND REPORTING PROCEDURES**



## **2.1 Assessment and Reporting Procedures**

Professional Experience is a critical core component of all School of Education Pre-service Teacher education courses. Professional Experiences are developmental and are completed sequentially to allow Pre-service Teachers to build upon earlier teaching/learning experiences and develop their professional competencies.

The Professional Experience is a formal academic assessment that must be completed successfully in order for Pre-service Teachers to pass their course. The Supervising/Cooperating Teacher is responsible for the assessment of the Professional Experience in consultation with the In-School Coordinator and School of Education University Advisor. At the conclusion of each Professional Experience the Supervising/Cooperating Teacher is responsible for writing the Australian Professional Standards for Teachers – Professional Experience report.

### **2.1.1 Assessing Pre-service Teacher Progress**

Supervising/Cooperating Teachers are required to provide regular oral and written feedback throughout the Professional Experience to Pre-service Teachers on their Professional Knowledge, Professional Practice and Professional Engagement. Regular feedback will ensure that the Pre-service Teacher is fully aware of aspects of their teaching and professional conduct that require further development. Regular feedback also assists Supervising/Cooperating Teachers to clearly identify when a Pre-service Teacher is not making satisfactory progress.

The Professional Experience report should be discussed and should reflect the feedback that has been provided to the Pre-service Teacher throughout their professional experience.

#### **2.1.1.1 Lesson Observation**

Teachers are required to provide Pre-service Teachers with written feedback that can provide the basis for discussion and self-reflection. A sample form for written feedback is provided (refer to Appendices), however a Supervising/Cooperating Teacher may prefer to develop their own format for providing written feedback. It is important that the teacher created forms reflect the Australian Professional Standards for Teachers. At least three written lesson feedback forms are to be completed and discussed each week during the Professional Experience in addition to other feedback provided by the Supervising/Cooperating Teacher. The feedback forms should be given to the Pre-service Teacher to incorporate into their teaching portfolio and to use for self-reflection and future development.

#### **2.1.1.2 Self Reflection**

Pre-service Teachers should also complete Self-Reflection proformas to support professional dialogue with Supervising/Cooperating Teachers (see Appendices)

#### **2.1.1.3 Evidence Guide – Australian Professional Standards for Teachers (see Appendices)**

The Evidence Guide has been developed to assist Supervising/Cooperating Teachers and Pre-service Teachers to determine teaching progress. The Evidence Guide has been aligned to the Australian Professional Standards for Teachers (Graduate Teacher). The Evidence Guide provides examples of indicators for the early and later stage of teacher education courses to assist Supervising/Cooperating Teachers to determine Pre-service Teacher capacity for each aspect.

Throughout the Professional Experience, Supervising/Cooperating Teachers should discuss the progress of their Pre-service Teacher in relation to the evidence guides and the outcomes and expectations for their stage of development. Regular feedback provided by the Supervising/Cooperating Teacher will ensure that the Pre-service Teacher is fully aware of the aspects of their teaching that require further development. This process will ensure that the Professional Experience report presents no surprises to the Pre-service Teacher and that the report will be a true assessment of progress throughout the Professional Experience.

#### **2.1.1.4 Early Stage Pre-service Teacher Development**

When using the Lesson Feedback form to determine progress it is expected that Pre-service Teachers in the early stage of their teacher education course will demonstrate evidence of developing capacity in all domains (Professional Knowledge, Professional Practice and Professional Engagement).

At the conclusion of the Professional Experience the Supervising/Cooperating Teacher will determine whether the Pre-service Teacher has made satisfactory progress in all three domains: Professional Knowledge, Professional Practice and Professional Engagement.

If there is a significant weakness (more than 50% of aspects at Level 1) in one or more domain a Pre-service Teacher should be assessed as NOT satisfying requirements for the Professional Experience.

#### **2.1.1.5 Later Stage Pre-service Teacher Development**

It is expected that a Pre-service Teacher in the **later stage** of their teacher education course will consistently demonstrate evidence of capacity in all domains (Professional Knowledge, Professional Practice and Professional Engagement). If they do not, the Supervising Teacher should clearly indicate to the Pre-service Teacher the areas they are not making satisfactory progress and steps for unsatisfactory progress should be initiated immediately under these circumstances (see Section 2.3).

During the Professional Experience a Pre-service Teacher must demonstrate that they have attained the Australian Professional Standards for Teachers prescribed for Graduate Teachers. They must display the ability to carry out the duties required of a teacher and demonstrate commitment and enthusiasm towards the teaching profession.

At the conclusion of the Professional Experience the Supervising Teacher will determine whether the Pre-service Teacher has made satisfactory progress in all three domains: Professional Knowledge, Professional Practice and Professional Engagement.

If there is a significant weakness (more than 50% of aspects at Level 1 or 2) in one or more domain a Pre-service Teacher should be assessed as NOT satisfying requirements for the Professional Experience. It is expected that unsatisfactory progress process (see Section 2.3) has been undertaken when significant weaknesses have been detected and the Pre-service Teacher has been informed through Phase 1 and 2 that their performance has not been satisfying requirements.

#### **2.1.1.6 Reporting Pre-service Teacher Progress**

The Professional Experience report is increasingly important, particularly in terms of the Australian Professional Standards for Teachers. The report that is completed at the conclusion of a Professional Experience is **not** an employment reference but a true statement of progress that can be used to develop future teaching goals. The report should reflect the feedback that the Pre-service Teacher has received throughout the Professional Experience.

#### **2.1.1.7 Preparation and Submission of Professional Experience Report**

Supervising/Cooperating Teachers are required to complete a Professional Experience report at the conclusion of a Professional Experience. Please note:

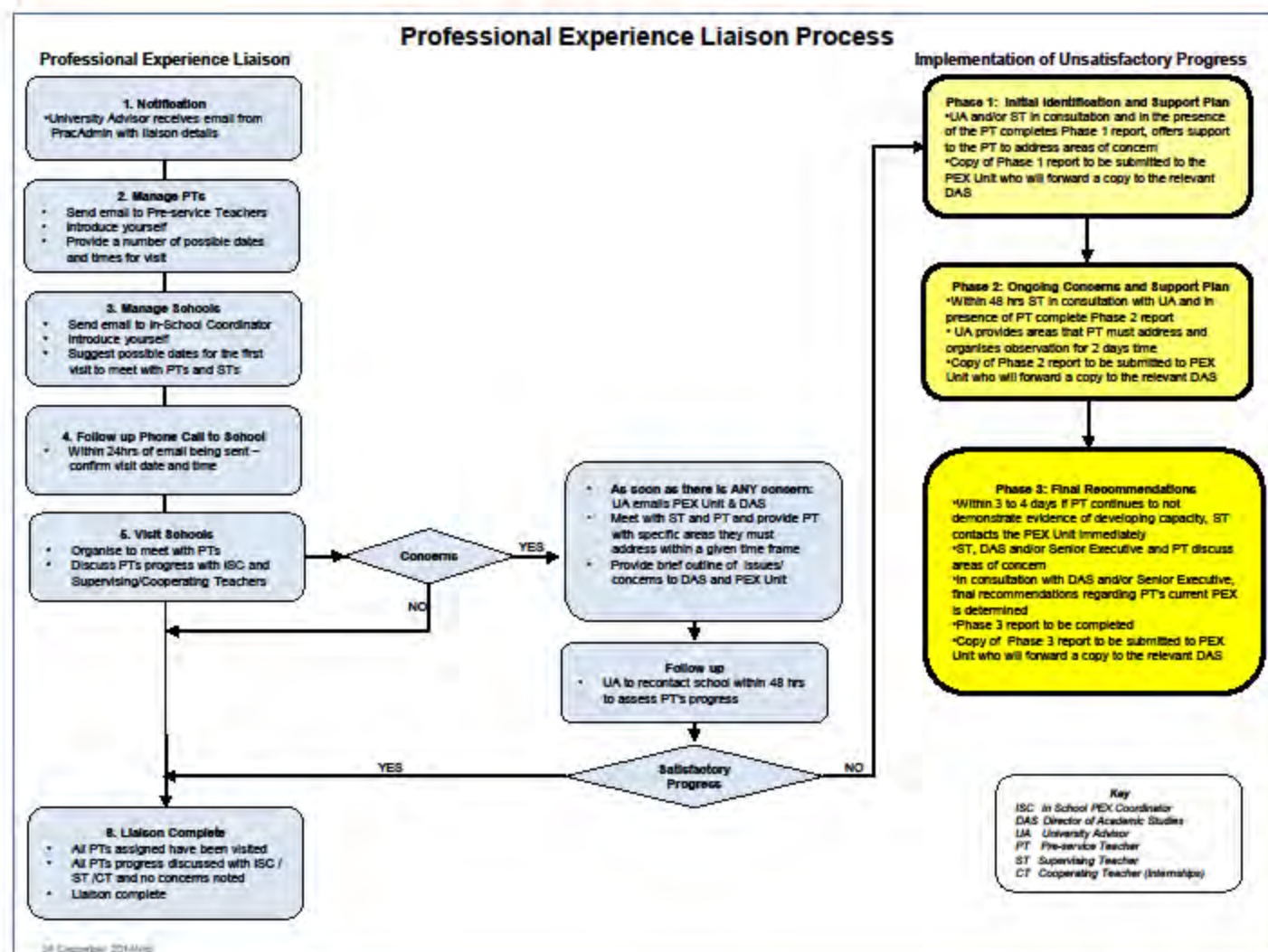
- Professional Experience reports must not be given to a Pre-service Teacher until all required days have been completed.
- The original report must be completed electronically.
- The original report must be signed in blue pen and given to the Pre-service Teacher.
- The Pre-service Teacher is responsible for submitting the original and a photocopy of the signed report to the Professional Experience Unit for endorsement by the School of Education.

##### **2.1.1.7.1 Lost Professional Experience Reports**

If a Pre-service Teacher has misplaced their **original** report, they may request a copy from the PEX Unit by emailing [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au). The PEX Report will take up to two weeks to be available to the Pre-service Teacher.

**However**, Pre-service Teachers must be aware that most employers require **original** reports and it is therefore a Pre-service Teacher's responsibility to maintain all original reports in their academic files.

## 2.2 Professional Experience Liaison Process



## 2.3 Unsatisfactory Progress

### 2.3.1 Identifying Unsatisfactory Progress

A Pre-service Teacher may be identified as making unsatisfactory progress in their teaching and/or their professional conduct. Unsatisfactory progress may be notified either by the Supervising Teacher, Principal, In-School Coordinator or University Advisor.

It is essential Pre-service Teachers are notified as early as possible in their Professional Experience the area/s where the Supervising/Cooperating Teacher or University Advisor have identified areas of concern. Early notification (both oral and written) will reinforce the expectations of the specific Professional Experience and allow sufficient opportunity for the Pre-service Teacher to address the areas of concern.

When providing written feedback to the Pre-service Teacher, the Supervising/Cooperating Teacher or University Advisor should clearly indicate on the Lesson Feedback form where there was NO or LITTLE evidence of capacity demonstrated for their stage of development.

In exceptional circumstances the School of Education has the right to terminate the Professional Experience -refer to the University of Wollongong Code of Practice link found at <http://www.uow.edu.au/about/policy/UOW058662.html>

### 2.3.2 Reporting Unsatisfactory Progress

To support Pre-service Teachers who are not making satisfactory progress, completing Phase 1 of the **Unsatisfactory Progress form** is an important process as it clearly articulates the areas of concern and allows the School of Education to provide additional support to the Pre-service and Supervising Teacher.

It is critical this is undertaken as soon as the Supervising Teacher/In-School Coordinator has any concerns. This will enable additional support from a University Advisor to be implemented.

The following are examples of situations when a Pre-service Teacher should be notified in writing that they are not making satisfactory progress:

- The Pre-service Teacher has not responded to feedback or directions from their Supervising Teacher or In-School Coordinator;
- There has been little to no demonstrated evidence of developing capacity for the Professional Experience they are currently completing;
- There is a significant weakness in one or more of the three domains of the Australian Professional Standards for Teachers;
- The Pre-service Teacher breaches the school, relevant school system or University of Wollongong policies and procedures;
- Poor or inappropriate communication has been demonstrated either in and/or out of the classroom with children and/or other school staff;
- The Pre-service Teacher does not demonstrate adequate planning and present lesson plans/programs to the Supervising Teacher prior to teaching;
- The Pre-service Teacher demonstrates poor attitude and behaviour that reflects disinterest in teaching as a profession;
- The Pre-service Teacher places the school pupils/staff or themselves at risk.

### 2.3.3 Unsatisfactory Progress Process – Flow Chart

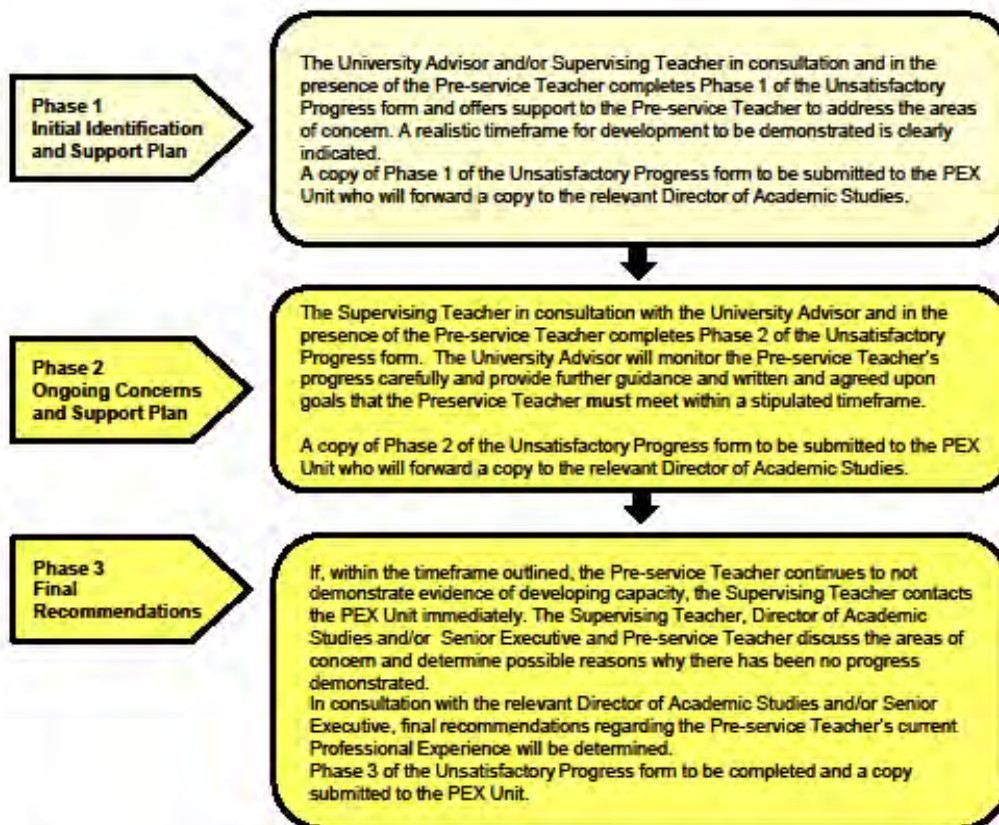
The following flow chart is a guide for managing the Pre-service Teacher who is having identified difficulties with day-to-day classroom practice.

All Pre-service Teachers who require extra support will be individually case managed within their specific context.

Note: The Pre-service Teacher who is placed on Phase 1 or 2 does not mean that the Professional Experience has been terminated or will result in failure of the Professional Experience. It should be seen as remedial intervention.



## Unsatisfactory Progress



### Notes:

1. A realistic timeframe to address concerns must be provided when making suggestions for development/minimum expectation. The timeframe required to address the concerns should be clearly indicated to the Pre-service Teacher. Some areas of concern can be expected to be addressed immediately, eg completing lesson plans or preparing resources/materials prior to teaching while others may require several lessons to provide evidence of development, eg aspects of communication or classroom management.
2. The Pre-service Teacher's level of progress to address the areas of concern raised during their Professional Experience, will determine whether or not they are placed on the next phase in the process as not all phases need to be undertaken.
3. For Professional Experience of two weeks or less then only Phase 1 and Phase 2 are required for a Pre-service Teacher to be excluded.
4. In exceptional circumstances the School of Education has the right to terminate the Professional Experience - refer to University of Wollongong Code of Practice - 1.3 Policies and Procedures: Pre-service Teachers; as noted on Page 4 of this handbook.

5 January 2015mb

### **3 GRADUATE DIPLOMA IN EDUCATION**

## 3.1 Graduate Diploma in Education: Primary

### 3.1.1 Wollongong Campus

Professional Experience Dates	The Minor and Major Professional Experience placement will be negotiated with the School Executive and GDE Director based on progress the Pre-service Teacher has displayed on reflections tasks, observations in schools and continued professional learning.
Required Number of Professional Experience Days	55 days Professional Experience must be completed and <b>PEX reports submitted</b> to satisfy attendance requirements.
Subject Number	EDGD800
Reporting Requirements	<p><b>Minor:</b> Australian Professional Standards for Teachers – Professional Experience Report</p> <p><b>Major:</b> Australian Professional Standards for Teachers – Professional Experience Report</p> <p>Report can be downloaded from the School of Education home page, <a href="http://socialsciences.uow.edu.au/index.html">socialsciences.uow.edu.au/index.html</a>, select Current Students, then navigate to the Professional Experience website and follow the link to Reports.</p>
Lesson Preparation	<p>Lesson plans must be prepared for every lesson taught. These plans must be presented in written form, to the Supervising Teacher <b>before</b> the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Pre-service Teachers are expected to keep copies of:</p> <ul style="list-style-type: none"> <li>• <b>All</b> lesson plans;</li> <li>• Supervising Teacher - Lesson Feedback;</li> <li>• Pre-service Teacher - Professional Experience Self-Reflection sheets for later reflection and preparation for subsequent Professional Experiences.</li> </ul>
Observation	<p>Throughout the Graduate Diploma in Education Professional Experience, Pre-service Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies.</p> <p>Observation is a critical component of a Pre-service Teacher's development. It is expected that when not teaching, Pre-service Teachers observe their Supervising Teachers lessons and where possible observe other teachers within the host school. It is deemed critical that Pre-service Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching.</p>
Minimum Teaching Allocation	<p>To maintain consistency across all Professional Experiences, a <b>guide</b> to the minimum teaching load for all Pre-service Teachers is outlined below.</p> <p><b>Please Note:</b> These expectations are intended <b>as a guideline</b>. The Supervising Teacher and their Pre-service Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.</p> <p>During the Initial Professional Experience Supervising Teachers should negotiate teaching commitments with their Pre-service Teacher as the Professional Experience progresses.</p>



	<p><b>Minor Professional Experience</b></p> <p>Pre-service Teachers must arrange to visit their school, meet with their teacher and arrange their timetable <b>prior to commencing</b> the Minor Professional Experience so that they can <b>commence teaching on Day One</b>.</p> <p><b>One Week Observation and associated tasks will be required of ALL GDE 2015 Pre-service Teachers prior to commencing Week 1.</b></p> <p><b>Week One</b> Plan and implement up to 5 hours of teaching per week including one full block per day with an emphasis on changeover.</p> <p><b>Week Two</b> Plan and implement up to 8 hours of teaching per week including up to two blocks per day.</p> <p><b>Week Three</b> Plan and implement a minimum of one block per day.</p> <p><b>Major Professional Experience</b></p> <p>Pre-service Teachers must arrange to visit their school, meet with their teacher and arrange their timetable <b>prior to commencing</b> the Major professional experience so that <b>they can commence teaching on Day One</b>.</p> <p><b>One Week Observation and associated tasks will be required of ALL GDE 2015 Pre-service Teachers prior to commencing Week 1.</b></p> <p><b>Week One</b> Plan and implement up to one to two blocks of teaching per day.</p> <p><b>Week Two</b> Plan and implement up to a half time teacher's load across all KLAs.</p> <p><b>Week Three to Five</b> Increasing workload at the discretion of the Supervising Teacher in negotiation with their Pre-service Teacher. Where appropriate Pre-service Teachers should be teaching a full teaching load by Week Four of the major Professional Experience.</p>
<p><b>Outcomes</b></p>	<p><b>Minor Professional Experience</b></p> <p>At the conclusion of the <b>Minor</b> Professional Experience Pre-service Teachers will have:</p> <ul style="list-style-type: none"> <li>• Displayed keen awareness of the importance of interpersonal relations and communication skills and extended development of such skills in the classroom, with staff and school activities.</li> <li>• Demonstrated an interest in children, their welfare and activities and growing confidence in working with them.</li> <li>• Practiced and demonstrated abilities in basic teaching skills with both small groups and the whole class in an ongoing classroom.</li> <li>• Gained experiences through observation, team teaching and</li> </ul>

classroom teaching in the six KLAs.

- Demonstrated ability to plan, implement and evaluate lessons in the some of the six KLAs. Emphasis should be on English, Mathematics, Numeracy and Science and Technology.
- Demonstrated developing knowledge of English, Mathematics, Numeracy and Science and Technology Curriculum Documents and how this translates to unit planning and classroom teaching.
- Displayed the ability to analyse and reflect on their own teaching practice with the view of improving that practice.
- Recognised and catered for student diversity.
- Recorded management/learning challenges and demonstrate the emerging ability to provide methods to address these concerns in future classes.
- Collect and developed a range of resources used for lesson implementation.
- Maintained an effective daybook for daily planning of class activities.
- Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Programmed and assessed student achievement where possible.
- Demonstrated an awareness of whole school policies and procedures.
- Developed an understanding of the school's reporting to parents processes.
- Built up the daily teaching load to a whole day(s) of teaching by the last week of the Minor Professional Experience.
- Built up the teaching load to teach at least two consecutive whole day(s) of teaching.
- Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings.
- Reflected on their teaching practice against the Graduate Teacher Australian Professional Standards for Teachers.
- Be deemed competent to progress to the Major Professional Experience.

### **Major Professional Experience**

By the end of the **Major** Professional Experience Pre-service Teachers will have achieved the following:

- Be able to successfully plan a unit of work and document, teach and evaluate a series of lessons in all six KLAs.
- Be able to communicate clearly with students.
- Apply classroom management skills fairly and consistently.
- Demonstrate an understanding of the importance of interpersonal relations and communication skills both in class, school activities with students and colleagues.
- Demonstrate, through their teaching, an understanding of the way in which learners develop skills and understanding of concepts in all six KLAs.
- Demonstrate an ability to employ technology in the classroom.
- Demonstrate an ability to interact with school staff and students in a variety of school settings.

	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of individual student learning characteristics e.g. learning styles, self-esteem and their impact upon classroom and school behaviour.</li> <li>• Undertake successfully non-teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty etc.</li> <li>• Demonstrate awareness and implement school policies and procedures.</li> <li>• Demonstrate an understanding of NSW Board of Studies documents.</li> <li>• Display a professional attitude towards teaching and the teacher's role in the school.</li> </ul>
<b>University Advisor</b>	A University Advisor will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Advisor should establish good communication between the In School Coordinator, Supervising Teacher and Pre-service Teacher so as to understand and support the Pre-service Teacher's development.
<b>Maintenance of PEX reports</b>	PEX reports are a Pre-service Teacher's responsibility. Pre-service Teachers are <b>required</b> to store their copy of each PEX report in a safe place for use throughout their degree and for accreditation purposes.

## 3.2 Graduate Diploma in Education: Secondary

### 3.2.1 Wollongong Campus

<b>Professional Experience Dates</b>	The Minor and Major Professional Experience placement will be negotiated with the School Executive and GDE Director based on progress the Pre-service Teacher has displayed on reflections tasks, observations in schools and continued professional learning.
<b>Required Number of Professional Experience Days</b>	55 days Professional Experience must be completed and <b>PEX reports submitted</b> to satisfy attendance requirements.
<b>Subject Number</b>	EDGD800
<b>Reporting Requirements</b>	<p><b>Minor:</b> Australian Professional Standards for Teachers – Professional Experience Report</p> <p><b>Major:</b> Australian Professional Standards for Teachers – Professional Experience Report</p> <p>Report can be downloaded from the School of Education home page, <a href="http://socialsciences.uow.edu.au/index.html">socialsciences.uow.edu.au/index.html</a>, select Current Students, then navigate to the Professional Experience website and follow the link to Reports.</p>
<b>Lesson Preparation</b>	<p>Lesson plans <b>must be prepared</b> for every lesson taught. These plans must be presented in written form, to the Supervising Teacher <b>before</b> the lesson is taught. Comments and suggestions can be made, discussed and implemented prior to implementation. Pre-service Teachers are expected to keep copies of:</p> <ul style="list-style-type: none"> <li>• All lesson plans;</li> <li>• Supervising Teacher – Lesson Feedback;</li> <li>• Pre-service Teacher – Professional Experience Self-Reflection sheets for later reflection and preparation for subsequent Professional Experiences.</li> </ul>
<b>Observation</b>	<p>Throughout the Graduate Diploma in Education Professional Experience, Pre-service Teachers need to experience the culture of schools and gain experience and understanding of how schools and classrooms operate. The experience also provides opportunities to observe classroom organisation, teacher-pupil interaction and classroom management strategies.</p> <p>Observation is a critical component of a Pre-service Teacher's development. It is expected that when not teaching, Pre-service Teachers observe their Supervising Teachers lessons and where possible observe other teachers within the host school. It is deemed critical that Pre-service Teachers observe a variety of learning situations to enrich and diversify their approaches to teaching.</p>
<b>Minimum Teaching Allocation</b>	<p>To maintain consistency across all Professional Experiences, a <b>guide</b> to the minimum teaching load for all Pre-service Teachers is outlined below.</p> <p><b>Please Note:</b> These expectations are intended <b>as a guideline</b>. The Supervising Teacher and their Pre-service Teacher may negotiate either more or less teaching to suit the needs of each individual and the teaching setting.</p> <p><b>Minor Professional Experience</b></p> <p>Pre-service Teachers must arrange to visit their school, meet with their teacher and arrange their timetable <b>prior to commencing</b> the Minor Professional Experience. <b>It is important that pre-service teachers at least complete one-week observation of the classes they will be teaching prior to Week 1 of their teaching block.</b></p>

	<p>The suggested load would be: -</p> <p><b>14/15x40</b> minute teaching periods per week plus sport <b>and</b> <b>6x40</b> minute timetabled observation periods.</p> <p><b>OR</b></p> <p><b>11/12x50</b> minute teaching periods per week plus sport <b>and</b> <b>5x50</b> minute timetabled observation periods.</p> <p><b>OR</b></p> <p><b>9/10x60</b> minute teaching periods per week plus sport <b>and</b> <b>4x60</b> minute timetabled observation periods.</p> <p><b>Major Professional Experience</b></p> <p>Pre-service Teachers must arrange to visit their school, meet with their teacher and arrange their timetable <b>prior</b> to commencing the <b>Major Professional Experience</b>. <b>It is important that pre-service teachers at least complete one-week observation of the classes they will be teaching prior to Week 1 of their teaching block.</b></p> <p>Pre-service Teachers on their Major Professional Experience should be planning units of work that can be taught over their five-week block. The work load stated below is an approximate work load allocation and is at the discretion of the Supervising Teacher.</p> <p><b>18/20x40</b> minute teaching periods per week plus sport <b>and</b> <b>4x40</b> minute timetabled observation periods.</p> <p><b>OR</b></p> <p><b>15/16x50</b> minute teaching periods <b>and</b> <b>3x50</b> minute timetabled observation periods.</p> <p><b>OR</b></p> <p><b>12/13x60</b> minute teaching periods <b>and</b> <b>2x60</b> minute timetabled observation periods.</p>
<p><b>Outcomes</b></p>	<p><b>Minor Professional Experience</b></p> <p>At the conclusion of the <b>Minor Professional Experience</b> Pre-service Teachers will have:</p> <ul style="list-style-type: none"> <li>• Demonstrated confidence in teaching a range of subject content within a variety of teaching situations.</li> <li>• Displayed competence in planning, implementing and evaluating lessons in their subject area(s).</li> <li>• Displayed keen awareness of the importance of interpersonal relations and communication skills and extended development of such skills in the classroom, with staff and school activities.</li> <li>• Demonstrated an interest in children, their welfare and activities and a growing confidence in working with them.</li> <li>• Demonstrated a developing knowledge of the Subject's Curriculum documents and how this translates to unit planning and classroom teaching.</li> <li>• Displayed competence in the development of professional interpersonal</li> </ul>

relationships.

- Further developed and articulated a personal teaching style.
- Recognised and catered for student diversity.
- Reflected on their teaching practice against the Graduate Teacher Professional Teaching Standards.
- Complete non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Analysed and reflected on their own teaching practice with the view of improving that practice.
- Recorded management/learning challenges and have the emerging ability to provide strategies to address these concerns in future classes.
- Collected and developed a range of resources for lesson implementation.
- Maintained an effective daybook for daily planning of class activities.
- Completed non-teaching professional tasks, such as preparation or organisation of resources, assisting with other activities such as sport/excursions/clubs/assemblies, playground and bus duties.
- Programmed and began to assess student achievement.
- Demonstrated a developing awareness of whole school policies and procedures.
- Developed an understanding of the school's reporting to parents processes.
- Built up the daily teaching load to a whole day(s) of teaching by the last week of the Minor Professional Experience.
- Built up the teaching load to at least teach two consecutive whole day(s) of teaching in the last week of Minor Professional Experience.
- Successfully managed timing in the classroom and transitions from one lesson to the next, including lesson beginnings and endings.
- Be deemed competent to progress to the Major Professional Experience.

### Major Professional Experience

By the end of the **Major** Professional Experience Pre-service Teachers will have achieved the following:

- Be able to successfully plan, document, teach and evaluate a unit of work in their subject area(s).
- Be able to communicate clearly with students.
- Apply classroom management skills fairly and consistently.
- Demonstrate an understanding of the importance of interpersonal relations and communication skills both in class, school activities with students and colleagues.
- Demonstrate, through their teaching, an understanding of the way in which learners develop skills and understanding of concepts in their subject area.
- Demonstrate an ability to employ technology in the classroom.
- Demonstrate an ability to interact with school staff and students in a variety of school settings.
- Demonstrate an understanding of individual student learning characteristics e.g. learning styles, self-esteem and their impact upon classroom and school behaviour.

	<ul style="list-style-type: none"> <li>• Undertake successfully non-teaching professional tasks, such as preparation and organisation of resources, assisting with extracurricular activities such as sport, excursions, assemblies, musical activities, playground, bus duty etc.</li> <li>• Demonstrate awareness and implement school policies and procedures.</li> <li>• Demonstrate an understanding of NSW Board of Studies documents in their subject area(s).</li> <li>• Display a professional attitude towards teaching and the teacher's roles in the school.</li> </ul>
<b>University Advisor</b>	A University Advisor will be allocated to each school. Liaison will be by phone, email and/or school visit. The University Advisor should establish good communication between the In School Coordinator, Supervising Teacher and Pre-service Teacher so as to understand and support the Pre-service Teacher's development.
<b>Maintenance of PEX reports</b>	PEX reports are a Pre-service Teacher's responsibility. Pre-service Teachers are <b>required</b> to store their copy of each PEX report in a safe place for use throughout their degree and for accreditation purposes.



## **APPENDICES**

## Evidence Guide – Australian Professional Standards for Teachers

The Evidence Guide – Australian Professional Standards, has been developed to assist Supervising Teachers and Pre-service Teachers to determine teaching progress. The Evidence Guide has been aligned to Graduate Teacher Standards of the Australian Professional Standards for Teachers. The Evidence Guide provides **examples of indicators** in the early and later stages of teacher education courses to assist Supervising Teachers to determine Pre-service Teacher development.

### PROFESSIONAL KNOWLEDGE

#### STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

Graduate Teacher Standards	Early Stage Pre-service Teachers <i>1<sup>st</sup> and 2<sup>nd</sup> Year Professional Experience OR Initial and Minor Professional Experience</i>	Later Stage Pre-service Teachers <i>3rd and 4th Year Professional Experience OR Major Professional Experience</i>
<b>1.1 Physical, social and intellectual development and characteristics of students</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Identifies achievable outcomes for students in their lessons.  Seeks knowledge of students' backgrounds, interests and capacities in an appropriate manner.	Identifies students' specific physical, social and intellectual learning needs.  Plans age appropriate strategies and activities.  Plans for the range of learners within the classroom.  Communicates and interacts in ways appropriate to the students' developmental stages.
<b>1.2 Understand how students learn</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Demonstrates a developing awareness of and responses to differences in students' learning preferences and needs through approaches to lesson planning and teaching.  Plans and implements activities that support students to develop understanding of content	Varies the mode of instruction to align with the demands of various tasks  Uses a variety of resources to engage all students  Uses effective questioning to encourage higher order thinking.  Articulates the reasons for modifications to their teaching.  Demonstrates knowledge of how student skills, interests and prior achievements affect learning.
<b>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Acknowledges and is respectful of diversity, demonstrating this in approaches to teaching, learning and student interactions.  Seeks to build understanding of the students as well as their cultural, religious and social backgrounds.  Considers ways to meet school programs and policies relating to inclusivity.  Considers the needs of all students within the class.	Plans inclusively based on a sound knowledge of and respect for the diversity of the students.  Uses culturally sensitive resources, language and strategies in teaching practice.  Begins to incorporate global issues into lesson and unit planning.  Presents controversial issues in a sensitive manner.  Encourages students to express and explore their values and attitudes.
<b>1.4 Strategies for teaching Aboriginal and Torres Strait</b>	Acknowledges and is respectful of Aboriginal and Torres Strait	Selects strategies to provide for relevant learning experiences

<b>Graduate Teacher Standards</b>		<b>Early Stage Pre-service Teachers</b> <i>1<sup>st</sup> and 2<sup>nd</sup> Year Professional Experience OR Initial and Minor Professional Experience</i>	<b>Later Stage Pre-service Teachers</b> <i>3rd and 4th Year Professional Experience OR Major Professional Experience</i>
	<b>Islander students</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Islanders, demonstrating this in approaches to teaching, learning and student interactions.  Interacts positively and effectively with the Aboriginal and Torres Strait Islander students.	appropriate to the histories, cultures and languages of Aboriginal and Torres Strait Islander people  Demonstrates an understanding of relevant cross-curricular policies.
1.5	<b>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Demonstrates a developing awareness of and responses to differences in students' learning capacities and needs through approaches to lesson planning and teaching.	Programs and plans to cater for student abilities and interests and school needs.  Aims to take account of students' skills, interest and backgrounds to guide and inform teaching, communication and professional interactions.  Selects strategies to provide for relevant learning experiences aiming for engagement.
1.6	<b>Strategies to support full participation of students with disability</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Demonstrates a developing awareness of legislative requirements and responses to differences in students' learning capacities and needs through approaches to lesson planning and teaching.	Programs and plans to cater for student abilities with a focus on supporting participation and learning.  Encourages a respectful and collegial classroom environment where all students are provided the same learning opportunities.
<b>STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT</b>			
2.1	<b>Content and teaching strategies of the teaching area</b> Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Clearly articulates and explains the content of a lesson.  Accurately answers content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanations and linking of content and outcomes to syllabus documents.  Uses a variety of strategies to organise the content within the lesson.  Presents the lesson content with confidence.
2.2	<b>Content selection and organisation</b> Organise content into an effective learning and teaching sequence.	Displays essential knowledge and understanding related to relevant content.  Documents lessons clearly and logically (introduction, body and conclusion).  Orientates the students effectively in the introductory stage of the lesson.  Accurately highlights key features in demonstrations.	Sequences content logically in order to scaffold the acquisition of knowledge and skills.  Links content and shows how various elements of a topic are related.  Implements effective scaffolding techniques to assist learning.  Encourages students to generalise and transfer their knowledge to solve problems.
2.3	<b>Curriculum, assessment and reporting</b> Use curriculum, assessment and reporting knowledge	Uses school program as a basis for effective lesson plans and	Translates outcomes into specific statements of purpose

Graduate Teacher Standards		Early Stage Pre-service Teachers 1 <sup>st</sup> and 2 <sup>nd</sup> Year Professional Experience OR Initial and Minor Professional Experience	Later Stage Pre-service Teachers 3rd and 4th Year Professional Experience OR <b>Major Professional Experience</b>
	to design learning sequences and lesson plans.	assessment of learning.	(objectives, indicators).  Designs assessment tasks that reflect the specific outcomes of the lesson/unit of work.
2.4	<b>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>  Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Is respectful in interactions with Aboriginal and Torres Strait Islander students, families and community.  Presentation of content relating to Aboriginal and Torres Strait Islander culture is appropriate and respectful. (ACARA cross curricular document)	Demonstrates an understanding of reconciliation and appropriate policies.
2.5	<b>Literacy and numeracy strategies</b>  Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Attempts through choice of resources, strategies and questioning to attend to the areas of literacy and numeracy within teaching areas.	Demonstrates a sound understanding of curriculum requirements in both literacy and numeracy.  Models a good standard of literacy and numeracy strategies in the classroom.  Identifies students' prior knowledge and skills in literacy and numeracy to inform planning.
2.6	<b>Information and Communication Technology (ICT)</b>  Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Uses ICT skills for administrative tasks.  Develops tasks that incorporate ICTs.	Plans and implements learning experiences where students actively use ICT.  Conducts lessons that incorporate ICTs and makes necessary modifications for pedagogical management.
<b>PROFESSIONAL PRACTICE</b>			
<b>STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</b>			
3.1	<b>Establish challenging learning goals</b>  Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Writes detailed lesson plans that identify learning outcomes and goals.  Prepares resources and material in advance of teaching.	Prepares students for what they are about to learn.  Identifies clear and appropriate learning goals with respect to syllabus documents and specific learning needs of the group.  Designs suitable learning challenges which encourage students to achieve their learning goals and progressively take responsibility for their own learning.
3.2	<b>Plan, structure and sequence learning programs</b>  Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Writes lesson plans which detail such goals through use of objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with supervising teacher.	Link learning outcomes to relevant syllabus outcomes.  Experiments with a variety of strategies to achieve learning outcomes.  Creates interesting lessons where students are engaged and

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	Matches learning outcomes, content and teaching strategies to class level.  Begins to assign appropriate time / weighting to achieve learning outcomes in lesson/unit planning.  Plans productive use of lesson time.	on task.  Recognises barriers to learning and develops strategies to address them.  Assigns appropriate time/weighting to achieve learning outcomes in lesson/ unit planning.  Links learning experiences to draw together the content of the lesson.
<b>3.3 Use teaching strategies</b> Include a range of teaching strategies.	Considers appropriate assessment strategies when developing lessons/units.  Uses informal assessment information to monitor student learning.	Plans for assessment which is varied, fair and appropriate to learning outcomes.  Develops and implements assessment tasks in consultation with the supervisor.  Uses formal assessment information to monitor student learning.
<b>3.4 Select and use resources</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Uses current and relevant resources in consultations with their supervising teacher to ensure accurate content is presented in lesson.  Reviews current/ relevant teaching resources to improve lesson / unit planning.	Demonstrates knowledge of a range of appropriate and engaging materials and resources and incorporates these into teaching practice.  Plans and develops creative and developmentally appropriate learning activities using resources which support specific learning experiences and capacities.
<b>3.5 Use effective classroom communication</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Demonstrates written and oral language skills appropriate to the teaching profession.  Provides clear, concise and appropriate directions to students in both verbal and non-verbal forms.  Questioning: <ul style="list-style-type: none"> <li>• Asks closed and open ended questions.</li> <li>• Allows time for students to respond to questions.</li> <li>• Uses questioning to involve all students, to stimulate and guide discussion.</li> <li>• Encourages and responds to students' questions appropriately.</li> </ul>	Uses effective oral communication skills, including grammatically acceptable English.  Uses precise vocabulary and technical terms, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength, speed and confidence for the level or stage.  Provides clear explanations, precise instructions and effective demonstrations.  Checks for understanding through observation and questioning.  Questioning: <ul style="list-style-type: none"> <li>• Aims to employ a range of questioning techniques, using a variety of questions, such as open-ended and closed questions.</li> <li>• Acknowledges and values student responses.</li> </ul>

<b>Graduate Teacher Standards</b>	<b>Early Stage Pre-service Teachers</b> <i>1<sup>st</sup> and 2<sup>nd</sup> Year Professional Experience OR Initial and Minor Professional Experience</i>	<b>Later Stage Pre-service Teachers</b> <i>3rd and 4th Year Professional Experience OR Major Professional Experience</i>
		<ul style="list-style-type: none"> <li>Asks questions in a logical sequence that encourage students to think.</li> </ul> <p>Commencing to use effective discussion techniques and to support the development of students' skills in this area.</p>
<b>3.6 Evaluate and improve teaching programs</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Develop an awareness of use of formal and informal assessment strategies.  In discussion with supervising teacher, reflects on the lesson.	Demonstrate the use of formal and informal assessment strategies.  Employs a range of strategies to assess student achievement and participation.  Provides explicit quality criteria as the basis for assessment.  Uses assessment strategies that cater for the diverse range of learners within the class.  Reflects on lesson to inform future planning and to improve pedagogy.
<b>3.7 Engage parents/ carers in the educative process</b> Describe a broad range of strategies for involving parents/carers in the educative process.	Works effectively with parents and carers in the classroom.	Interacts professionally and respectfully with parents and carers.  Connects school learning to the home context.  Draws on resources within the community to enhance lesson content.
<b>STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</b>		
<b>4.1 Support student participation</b> Identify strategies to support inclusive student participation and engagement in classroom activities.	Works towards establishing and maintaining focus in learning.  Communicates value and respect for different learning needs and contributions.  Promotes a learning environment where students give and receive feedback.	Creates an inclusive classroom environment where all students are acknowledged as individuals.  Provides opportunities for maximum student participation.  Provides an environment in which all students are motivated to learn.
<b>4.2 Manage classroom activities</b> Demonstrate the capacity to organise classroom activities and provide clear directions.	Has learnt and uses student names.  Establishes and implements clear guidelines of behaviour.	Deals with issues equitably and consistently according to the established routines and guidelines.  Manages time effectively to allow students to remain on task.  Plans lessons that reflect a balance of student and teacher centred activities.
<b>4.3 Manage challenging behaviour</b> Demonstrate knowledge of practical approaches to	Remains calm and fair.  Aims to apply disciplinary practices that are appropriate and	Implements an equitable management plan that acknowledges the needs of all students within the class.

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manage challenging behaviour.	consistent.  Incorporates appropriate management strategies into lesson planning.	Uses a balance of intrinsic and extrinsic motivators to encourage appropriate behaviour.  Displays effective conflict resolution skills.
<b>4.4 Maintain student safety</b> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Establishes and enforces clear classroom safety rules and guidelines.  Plans for safe use of learning activities, equipment and facilities.  Understands mandatory policies, and with guidance able to implement appropriate safety and risk management procedures.	Values and respects students' opinions and contributions.  Implements school and system policies and procedures for ensuring student safety.  Is familiar with the school policies and procedures for indoor/outdoor supervision, and displays vigilance.  Understands school welfare and discipline policy procedures.
<b>4.5 Use ICT safely, responsibly and ethically</b> Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Is familiar with and follows the School policy regarding ICT use.  Models appropriate use of ICT when teaching.	Establishes clear expectations for the use of ICT by students.  Understands and address the issue of cyberbullying when appropriate to support students.
<b>STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</b>		
<b>5.1 Assess student learning</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Considers appropriate assessment strategies when developing lessons/units.  Uses informal assessment information to monitor student learning.	Plans for assessment which is varied, fair and appropriate to learning outcomes.  Develops and implements assessment tasks (diagnostic, formative and summative) in consultation with the supervisor.  Uses formal assessment information to monitor student learning.
<b>5.2 Provide feedback to students on their learning</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Ensures prompt marking or assessment of work.  Uses a variety of feedback, providing it as soon as possible.  Gives constructive and justifiable feedback to students about their achievement.  Provides appropriate encouragement.	Responds to student progress, re-teaching where necessary.  Builds appropriate reinforcement and feedback into lesson plans.  Gives feedback to enhance student performance and provides corrective instruction where appropriate.
<b>5.3 Make consistent and comparable judgements</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Incorporates learning outcomes into lesson plans.	Understands the process of moderation. Contributes to the moderation process.
<b>5.4 Interpret student data</b>	Considers the types of evidence required to effectively	Bases lesson reflections on the evidence gathered through



<b>Graduate Teacher Standards</b>	<b>Early Stage Pre-service Teachers</b> <i>1<sup>st</sup> and 2<sup>nd</sup> Year Professional Experience OR Initial and Minor Professional Experience</i>	<b>Later Stage Pre-service Teachers</b> <i>3rd and 4th Year Professional Experience OR Major Professional Experience</i>
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	evaluate student learning.	assessment tasks. Explains how assessment data applies to planning and teaching practice.
<b>5.5 Report on student achievement</b> Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Discusses student achievement with Supervising Teacher. Is familiar with the school's reporting procedures and policy.	Demonstrates an organised approach to collecting, organising and storing assessment data consistent with school policies and procedures. Employs a variety of methods to record evidence gathered through assessment activities. Considers the type of evidence required to meet the specific learning goals.
<b>PROFESSIONAL ENGAGEMENT</b>		
<b>STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING</b>		
<b>6.1 Identify and plan professional learning needs</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Engages in self-reflection in aspects of Professional Knowledge, Practice and Engagement. Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice.	Attempts to demonstrate best practice in line with the Australian Professional Standards for Teachers.  Identifies specific learning goals in relation to the Standards.  Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers.
<b>6.2 Engage in professional learning and improve practice</b> Understand the relevant and appropriate sources of professional learning for teachers.	Seeks opportunities within the school for professional learning.	Contribute to staff and curriculum meetings where appropriate. Participate in professional teams in line with personal skills, professional expertise and scope of responsibility.
<b>6.3 Engage with colleagues and improve practice</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Sets short term teaching goals in discussion with Supervising Teacher. Receives constructive feedback in a positive and professional manner.	Sets realistic short and long term teaching goals with Supervising Teacher.  Realistically analyses the achievement towards teaching goals. Receives constructive feedback in a positive and professional manner.
<b>6.4 Apply professional learning and improve student learning</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Actively listen to discussions with school community members regarding benefits to ongoing professional learning and collegial sharing of knowledge and resources.	Work in partnerships with teachers, aides and relevant adults to plan and implement learning programs for individual students and groups. Contribute to the collegiate review of team activities and processes.

Graduate Teacher Standards	Early Stage Pre-service Teachers <i>1<sup>st</sup> and 2<sup>nd</sup> Year Professional Experience OR Initial and Minor Professional Experience</i>	Later Stage Pre-service Teachers <i>3rd and 4th Year Professional Experience OR Major Professional Experience</i>
<b>ELEMENT 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/ CARERS AND THE COMMUNITY</b>		
<b>7.1 Meet professional ethics and responsibilities</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Understand that all information about students is confidential. Understands that some schools records are legal documents.	Demonstrate knowledge of the Code of Ethics that underpins education in Australia. Reflect critically on personal and professional practice. Use the National Standards to analyse strengths and weaknesses in practice.
<b>7.2 Comply with legislative, administrative and organisational requirements</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Demonstrates an understanding of relevant regulatory requirements and issues of confidentiality.	Adheres to professional ethics, code of conduct and school regulations.
<b>7.3 Engage with the parents/carers</b> Understand strategies for working effectively, sensitively and confidentially with parents/ carers.	Communicates and interacts in different setting within the school. Employs appropriate and respectful professional communication with school staff, visitors, parents and carers.	Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and carers. Demonstrates capacity to articulate student progress to parents and carers. Observes parent- teacher meetings when the opportunity rises.
<b>7.4 Engage with professional teaching networks and broader communities</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Employs appropriate and respectful professional communication with students, teachers, school support staff and community members. Models accepted professional standards of language and dress.	Demonstrates empathy for others. Adheres to professional standards expected by the school, system and community.

**Unsatisfactory Progress  
Phase 1: Initial Identification and Support Plan**

**INSTRUCTIONS**

1. The University Advisor and/or Supervising Teacher in consultation and in the presence of the Pre-service Teacher completes Phase 1 of the Unsatisfactory Progress form and offers support to the Pre-service Teacher to address the areas of concern. A realistic timeframe for development to be demonstrated is clearly indicated.
2. A copy of Phase 1 of the Unsatisfactory Progress form to be submitted to the PEX Unit ([pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)) who will forward a copy to the relevant Director of Academic Studies.

**STUDENT DETAILS**

Student Name		Student No.	
School			
Supervising Teacher		Date	

**AREAS CAUSING CONCERN**

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**SUGGESTIONS FOR DEVELOPMENT / MINIMUM EXPECTATION**

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**SIGN OFF**

Pre-service Teacher signature		Date	
Supervising Teacher signature		Date	
University Advisor		Date	
Director of Academic Studies		Date	

**Unsatisfactory Progress  
Phase 2: Ongoing Concerns and Support Plan**

**INSTRUCTIONS**

1. The Supervising Teacher in consultation with the University Advisor and in the presence of the Pre-service Teacher completes Phase 2 of the Unsatisfactory Progress form. The University Advisor will monitor the Pre-service Teacher's progress carefully and provide further guidance and written and agreed upon goals that the Pre-service Teacher **must** meet within a stipulated timeframe.
2. A copy of Phase 2 of the Unsatisfactory Progress form to be submitted to the PEX Unit ([pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)) who will forward a copy to the relevant Director of Academic Studies.

**STUDENT DETAILS**

Student Name		Student No.	
School			
Supervising Teacher		Date	

**AREAS CAUSING CONCERN**

--

**SUGGESTIONS FOR DEVELOPMENT / MINIMUM EXPECTATION**

--

**SIGN OFF**

Pre-service Teacher signature		Date	
Supervising Teacher signature		Date	
University Advisor		Date	
Director of Academic Studies		Date	

**Unsatisfactory Progress  
Phase 3: Final Recommendations**

**INSTRUCTIONS**

1. If, within the timeframe outlined, the Pre-service Teacher continues to not demonstrate evidence of developing capacity, the Supervising Teacher contacts the PEX Associate immediately.
2. The Supervising Teacher, Director of Academic Studies and/or Senior Executive and Pre-service Teacher discuss the areas of concern and determine possible reasons why there has been no progress demonstrated. In consultation with the relevant Director of Academic Studies and/or Senior Executive, final recommendations regarding the Pre-service Teacher's current Professional Experience will be determined.
3. Phase 3 of the Unsatisfactory Progress form to be completed and a copy submitted to the PEX Unit ([pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)).

**STUDENT DETAILS**

Student Name		School	
Supervising Teacher		Date	

**EVIDENCE OF DEVELOPING CAPACITY HAS NOT BEEN DEMONSTRATED IN THE FOLLOWING DOMAIN(S):**

Professional Knowledge	<i>Element 1</i> <input type="checkbox"/>	<i>Element 2</i> <input type="checkbox"/>	
Professional Practice	<i>Element 3</i> <input type="checkbox"/>	<i>Element 4</i> <input type="checkbox"/>	<i>Element 5</i> <input type="checkbox"/>
Professional Commitment	<i>Element 6</i> <input type="checkbox"/>	<i>Element 7</i> <input type="checkbox"/>	

**RECOMMENDATIONS**

**SIGN OFF**

Pre-service Teacher signature		Date	
Supervising Teacher signature		Date	
University Advisor signature		Date	
Director of Academic Studies signature		Date	

## Lesson Plans: Sample Proforma

## PDHPE K-6 Lesson Plan Proforma

<b>Teacher' s name:</b>	<b>Stage /Class:</b>
<b>Strand/s:</b>	<b>Lesson number:</b>
<b>Lesson Outcomes:</b>	<b>Indicators:</b>

Learning and Teaching Strategies	Key Teaching Points	Equipment/ Resources
Introduction		
Body		

Learning and Teaching Strategies	Key Teaching Points	Equipment/ Resources
<p><b>Conclusion</b></p>		

**Observational Focus:***(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding?)*

Reflection:

## PDHPE 7 - 10 Lesson Plan Proforma

<b>Teacher' s name:</b>	<b>Stage /Year/Class:</b>
<b>Strand/s:</b>	<b>Lesson number:</b>
<b>Knowledge/Understanding Outcomes:</b>	<b>Skills/Values:</b>
<b>Students will Learn About</b>	<b>Students will Learn to</b>

[illegible]

Learning and Teaching Strategies	Key Teaching Points	Equipment/ Resources
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<p><b>Conclusion</b></p>		
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**Observational Focus:** *(What am I observing to indicate students have achieved the outcomes, make a judgment on learning and understanding?)*

**Reflection:**

## SUGGESTED LESSON PLAN AND LESSON REFLECTION FORMAT

CLASS YEAR LEVEL: .....	DATE: .....
TOPIC: .....	KLA: .....
<b>1. PREPARATION</b>	
<b>a.</b>	<b>Students</b> – Consider: previous learning experiences, prior knowledge, needs and interests, skills, difference in achievement level, entering attitudes, cultural and social differences.
<b>b.</b>	<b>Purpose of the lesson</b> – Why are you teaching this lesson to the children in your class at this time?
<b>c.</b>	<b>Learning outcomes</b> – What do you expect the children to know or to be able to do as a result of your lesson? State outcomes and indicators from syllabus documents.
<b>d.</b>	<b>Teaching strategy focus</b> e.g. narration, demonstration, cooperative learning.
<b>e.</b>	<b>Resources</b> – What resources will you need to help the children achieve the learning outcomes?
<b>f.</b>	<b>Assessment</b> – Think now how students will be assessed and how this lesson will be evaluated in terms of children's learning.
<b>2. PRESENTATION</b> [In each section refer to what you (and possibly other teachers) will do and how the class will be organised]	
Estimated Time ( <i>state length of time for each part of the lesson</i> )	<b>INTRODUCTION</b> <i>Indicate:</i> attention gaining devices focus for lesson, references to previous work, key questions, expectations of performance and clarification of task <hr/> <b>BODY</b> <i>Indicate:</i> each distinct step. A new step is required each time students or teachers behave in a different manner. In each sequence, indicate teacher skills / strategies used and anticipated student actions <hr/> <b>CLOSURE</b> <i>May include:</i> proposed evaluation strategies review/summary of lesson content feedback to students regarding their efforts in relation to stated outcomes forecast future activities/follow-up as appropriate
<b>3. LESSON REFLECTION</b>	
<b>Context</b> <ul style="list-style-type: none"> <li>Describe what happened in the lesson, referring back to the strategies considered in your presentation (1 page)</li> </ul>	
<b>Reflection</b> <ul style="list-style-type: none"> <li>What positive and negative feelings do you have about the lesson?</li> <li>To what extent were the children successful in achieving the learning outcomes? How do you know? (Consider individual differences and the children's learning in the light of initial considerations.)</li> <li>Did you achieve what you set out to in the purpose of the lesson? Why? Why not? How do you know?</li> <li>What were the strengths and weaknesses of: the activities; the resources; your teaching (communication, presentation, management strategies)?</li> <li>Why did the lesson proceed as it did? What factors affected its implementation?</li> <li>What were your main learnings from this lesson?</li> </ul>	
<b>Action</b> <ul style="list-style-type: none"> <li>How might you teach the lesson differently if you were to teach it again?</li> <li>Consider ongoing planning – what are you going to do next?</li> </ul>	

Whitton, D., Sinclair, C., Barker, K. Nanlohy, P. & Nosworthy, M. (2004). *Learning for Teaching: Teaching for learning*. South Melbourne: Social Science Press. (p.251)

# LESSON PLAN

<b>KLA:</b>		<b>Class:</b>		<b>Date:</b>		<b>Time:</b>	
<b>OUTCOMES</b> Syllabus outcome: <i>What syllabus outcome does this lesson contribute to?</i> Specific Lesson Outcome: <i>What will the learners be able to do as a result of this lesson?</i> Learners will be able to.....				<b>INDICATORS</b> <i>What evidence will demonstrate learners' attainment of outcome/s?</i>			
<b>TEACHING AND LEARNING ACTIONS</b>							
<b>ORIENTATION</b> ... minutes				<b>REFLECTION</b> ... minutes			
<i>How will I <u>focus</u> learners' attention on task? What resources will I need?</i>				<i>How will I <u>consolidate</u> lesson concepts/skills? What resources will I need?</i>			
<i>How will I <u>motivate</u> learners?</i>				<i>What opportunities are there for learners to <u>share</u> / <u>explain</u> / <u>justify</u> their learning?</i>			
<i>How will I <u>access</u> learners' prior knowledge?</i>				<i>How will I <u>challenge</u> learning?</i>			
				<i>How will I <u>extend</u> learning?</i>			
<b>CONTENT</b>  <i>What am I teaching?</i> Concepts, Skills, Understanding	<b>TIME</b>  <i>How long will each step take?</i>	<b>GUIDED DISCOVERY</b>  <i>What is my explicit teaching action?</i> - explain, demonstrate, model, role play  <i>What questions will support learning?</i> - how? what? where? when? why?  <b>EXPLORATION</b> <i>What activities will allow learners to construct their own understanding of the concept?</i>  <b>EXTENSION</b> <i>How will I extend the lesson focus for advanced learners?</i>		<b>GROUP STRUCTURE</b>  <i>How do I organise the learners to maximise teaching and learning effectiveness?</i>  <i>TA - teacher assisted</i> <i>TM - teacher monitored</i> <i>SD - self directed</i>  <i>How will I accommodate special needs?</i>	<b>ASSESSMENT</b>		<b>RESOURCES</b>  <i>At each teaching step: What do I need to support teaching?</i>  <i>What do the learners need to complete the task?</i>
					<i>What am I assessing?</i>	<i>How am I assessing?</i>	

McLeod, J.H. & Reynolds, R. (2003). *Planning for Learning*. Tuggerah: Social Science Press. (p.127)

## GDE SUGGESTED GENERAL LESSON PLAN FORMAT

DATE:	SUBJECT:	TOPIC:
BLOCK or PERIOD:	CLASS:	
SYLLABUS OUTCOMES and indicators:		
<b>LEARNING INTENTION: The 'Big Idea'</b> <ul style="list-style-type: none"><li>• <b>CONCEPTS TO BE DEVELOPED:</b> Students learn about...</li><li>• <b>OBJECTIVES/SKILLS TO BE DEVELOPED:</b> Students learn to...</li></ul>		
<b>ASSESSMENT: How will I know students have met the Learning Intention?</b> How will the students know they have met the Learning Intention?		
<b>FOCUS QUESTIONS (&amp; Answers)/ PLANNED DEMONSTRATIONS</b>		
<b>RESOURCES/AIDS:</b>		

TEACHING & LEARNING ACTIVITIES			
Time period for each lesson section should be noted	<b>TEACHER DOES</b> Teaching considerations including organisation, management, OH&S/WHs issues & teaching points	<b>STUDENTS WILL DO</b> What are the students doing?	RESOURCES
<b>Introduction:</b> Time:			
<b>Body:</b> Time:			

<b>Closure and student self-reflection:</b> Time:			
<b>ASSESSMENT (of student learning):</b>		<b>EVALUATION:</b>	

Noelene Weatherby-Fell, 2014

## Supervising Teacher - Lesson Feedback

### Instructions

This is a recommended structure for observing, reflecting and commenting on a particular lesson taught by a Pre-service Teacher. It should be used **at least three times per week by the Supervising Teacher and discussed with the Pre-service Teacher** as an addition to other oral and written comments that form the basis of the feedback provided for Pre-service Teachers.

### Pre-service Teacher Details

Student Name		Lesson	
School		Date	

### Key

(For each Standard, check the box applicable)

<b>N/A</b> Not applicable/No opportunity to demonstrate capacity in this aspect	<b>1</b> Student has demonstrated limited evidence of capacity in this aspect	<b>2</b> Student has demonstrated evidence of developing capacity in this aspect	<b>3</b> Student has consistently demonstrated evidence of capacity in this aspect	<b>4</b> Student has demonstrated evidence of capacity beyond expectations for this Professional Experience
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### Professional Knowledge - Preparation

	N/A	1	2	3	4
Lesson plan completed and presented prior to the lesson.	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
Lesson plan has appropriate outcomes / appropriate content / structure and sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching strategies and resources – appropriate and current.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching space / resources and materials checked and prepared prior to the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

### Professional Practice - Implementation

	N/A	1	2	3	4
Used appropriate introductory procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involved students in tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed knowledge and understanding of subject content focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivated students / used positive reinforcement and praise to individuals and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used questioning techniques effectively to involve all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned appropriate time/weighting to achieve learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognised and provided for individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate closing procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

<b>Key</b> <i>(For each Standard, check the box applicable)</i>					
<b>N/A</b> Not applicable/No opportunity to demonstrate capacity in this aspect	<b>1</b> Student has demonstrated limited evidence of capacity in this aspect	<b>2</b> Student has demonstrated evidence of developing capacity in this aspect	<b>3</b> Student has consistently demonstrated evidence of capacity in this aspect	<b>4</b> Student has demonstrated evidence of capacity beyond expectations for this Professional Experience	
<b>Professional Practice - Communication</b>					
	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Gave clear, concise and appropriate directions to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed appropriate voice intonation, pace and projection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modelled written and oral language skills appropriate to the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made effective use of non-verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed enthusiasm verbally and non-verbally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Professional Practice – Classroom Management</b>					
	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Established and maintained effective management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was consistent when reinforcing classroom routines and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used disciplinary practices that were appropriate and consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positioned self to monitor the total environment and maintained an awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showed awareness of different learning situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipated potential problems and adjusted teaching accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set realistic goals for learner behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Professional Engagement</b>					
Demonstrates a genuine interest and concern for students and the teaching profession.	<i>Never</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Always</i> <input type="checkbox"/>		
Accepts constructive feedback to improve and refine teaching.	<i>Never</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Always</i> <input type="checkbox"/>		
Communicates and interacts effectively and appropriately with colleagues.	<i>Never</i> <input type="checkbox"/>	<i>Usually</i> <input type="checkbox"/>	<i>Always</i> <input type="checkbox"/>		
<b>Recommendations for Future Lessons</b>					
Pre-service Teacher signature		Date			
Supervising Teacher signature		Date			



### Pre-service Teacher - Professional Experience Self-Reflection

#### Instructions

This feedback sheet provides a structure for reflecting and commenting on a particular lesson which you have taught. Pre-service Teachers should use this reflective checklist **at least one lesson per day**.

#### Pre-service Teacher Details

Student name		Lesson	
School		Date	

Please rank your performance using the following scale:

#### Key

<b>N/A</b> Not applicable/No opportunity to demonstrate capacity in this aspect	<b>1</b> I have demonstrated limited evidence of capacity in this aspect	<b>2</b> I have demonstrated evidence of developing capacity in this aspect	<b>3</b> I have consistently demonstrated evidence of capacity in this aspect	<b>4</b> I have demonstrated evidence of capacity beyond expectations for this Professional Experience
---	--	---	---	--

#### Professional Knowledge – Preparation

	N/A	1	2	3	4
Lesson plan completed and presented prior to lesson. Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson plan has appropriate outcomes / appropriate content / structure and sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching strategies and resources – appropriate and current.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching space / resources and materials checked and prepared prior to the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

#### Professional Practice – Implementation

	N/A	1	2	3	4
Used appropriate introductory procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involved students in tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed knowledge and understanding of subject content focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivated students / used positive reinforcement and praise to individuals and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used questioning techniques effectively to involve all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned appropriate time/weighting to achieve learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognised and provided for individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate closing procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

		Key			
N/A Not applicable/No opportunity to demonstrate capacity in this aspect	1 I have demonstrated limited evidence of capacity in this aspect	2 I have demonstrated evidence of developing capacity in this aspect	3 I have consistently demonstrated evidence of capacity in this aspect	4 I have demonstrated evidence of capacity beyond expectations for this Professional Experience	
Professional Practice – Communication					
	N/A	1	2	3	4
Gave clear, concise and appropriate directions to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed appropriate voice intonation, pace and projection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modelled written and oral language skills appropriate to the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made effective use of non-verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed enthusiasm verbally and non-verbally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
Professional Practice – Classroom Management					
	N/A	1	2	3	4
Established and maintained effective management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was consistent when reinforcing classroom routines and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used disciplinary practices that were appropriate and consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positioned self to monitor the total environment and maintained an awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showed awareness of different learning situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipated potential problems and adjusted teaching accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set realistic goals for learner behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
Professional Engagement					
I demonstrate a genuine interest and concern for students and the teaching profession.	Never <input type="checkbox"/>	Usually <input type="checkbox"/>	Always <input type="checkbox"/>		
I accept constructive feedback to improve and refine teaching.	Never <input type="checkbox"/>	Usually <input type="checkbox"/>	Always <input type="checkbox"/>		
I communicate and interact effectively and appropriately with colleagues.	Never <input type="checkbox"/>	Usually <input type="checkbox"/>	Always <input type="checkbox"/>		
Recommendations for Future Lessons					
Pre-service Teacher signature		Date			
Supervising Teacher signature		Date			

## Australian Professional Standards for Teachers - Professional Experience Report

Download from School of Education home page, [socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education) and then navigate to Current Students, Professional Experience and follow the links to Reports.

<b>Student name</b>		<b>Student No.</b>				
<b>Course</b>	Bachelor of Mathematics Education	<input type="checkbox"/> 1 <sup>st</sup> Year (Secondary Placement)		<input type="checkbox"/> 2 <sup>nd</sup> Year	<input type="checkbox"/> 3 <sup>rd</sup> Year	<input type="checkbox"/> 4 <sup>th</sup> Year
	Bachelor of Physical & Health Education	<input type="checkbox"/> 2 <sup>nd</sup> Year		<input type="checkbox"/> 3 <sup>rd</sup> Year		<input type="checkbox"/> 4 <sup>th</sup> Year Internship
	Bachelor of Primary Education	<input type="checkbox"/> 1 <sup>st</sup> Year	<input type="checkbox"/> 2 <sup>nd</sup> Year	<input type="checkbox"/> 3 <sup>rd</sup> Year	<input type="checkbox"/> 4 <sup>th</sup> Year Internship	
	Bachelor of Science Education	<input type="checkbox"/> 1 <sup>st</sup> Year (Secondary Placement)		<input type="checkbox"/> 2 <sup>nd</sup> Year	<input type="checkbox"/> 3 <sup>rd</sup> Year	<input type="checkbox"/> 4 <sup>th</sup> Year
	Graduate Diploma in Education	<input type="checkbox"/> Minor			<input type="checkbox"/> Major	
		<input type="checkbox"/> Primary	Stage / Year			
<input type="checkbox"/> Secondary		Method(s)				
<b>Curriculum/teaching area(s)</b> (for Secondary)						
<b>School</b>					<b>Total no. of days of PEX</b>	
<b>Supervising Teacher OR Cooperating Teacher (Internship only)</b>						

### Professional Experience Report

This Professional Experience Report is to be completed by the Supervising Teacher/Cooperating Teacher. This report provides the opportunity for advice and recommendations for the Pre-service Teacher, and for the Pre-service Teacher to demonstrate development of the full range of relevant descriptors of the Australian Professional Standards for Teachers at the Graduate level.

The Professional Experience Handbook contains advice on the purpose of this professional experience placement and where it is situated within the teacher education program as well as information of the teaching expectations of Pre-service Teachers. Supervising/Cooperating Teachers should refer to the accompanying Professional Experience Evidence Guide before completing this report. Pre-service Teachers are to be assessed for each descriptor of the Graduate Teacher Standards as either:

*N/A Not applicable/No opportunity to demonstrate capacity in this aspect.*

*1 Student has demonstrated limited evidence of capacity in this aspect.*

*2 Student has demonstrated evidence of developing capacity in this aspect.*

*3 Student has consistently demonstrated evidence of capacity in this aspect.*

*4 Student has demonstrated evidence of capacity beyond expectations for this Professional Experience.*

If descriptors are *not able* to be demonstrated please provide an explanation in the Comments section.

### RECOMMENDATION

**Check one box only to indicate the overall assessment**

- ☐ **Has satisfied** the requirements for this Professional Experience/Internship
- ☐ **Has not satisfied** the requirements for this Professional Experience/Internship

<b>Supervising Teacher OR Cooperating Teacher signature (Internship only)</b>		<b>Date</b>	
<b>PRE-SERVICE TEACHER OR INTERN SIGNATURE</b>			
I acknowledge that I have read this report and agree with its contents.			
<b>Pre-service Teacher OR Intern signature</b>		<b>Date</b>	

<b>Office Use Only</b> Original not valid without School stamp.	
Received	..... / ..... / .....
Initials	

PROFESSIONAL KNOWLEDGE						
Standard 1: Know students and how they learn		NA	1	2	3	4
1.1	<b>Physical, social and intellectual development and characteristics of students</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<b>Understand how students learn</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<b>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<b>Strategies for teaching Aboriginal and Torres Strait Islander students</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	<b>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	<b>Strategies to support full participation of students with disability</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Know the content and how to teach it		NA	1	2	3	4
2.1	<b>Content and teaching strategies of the teaching area</b> Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<b>Content selection and organisation</b> Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<b>Curriculum, assessment and reporting</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<b>Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<b>Literacy and numeracy strategies</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	<b>Information and Communication Technology (ICT)</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL PRACTICE						
Standard 3: Plan for and implement effective teaching and learning		NA	1	2	3	4
3.1	<b>Establish challenging learning goals</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	<b>Plan, structure and sequence learning programs</b> Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	<b>Use teaching strategies</b> Include a range of teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	<b>Select and use resources</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	<b>Use effective classroom communication</b> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	<b>Evaluate and improve teaching programs</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7	<b>Engage parents/ carers in the educative process</b> Describe a broad range of strategies for involving parents/carers in the educative process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4: Create and maintain supportive and safe learning environments		NA	1	2	3	4
4.1	<b>Support student participation</b> Identify strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<b>Manage classroom activities</b> Demonstrate the capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	<b>Manage challenging behaviour</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	<b>Maintain student safety</b> Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	<b>Use ICT safely, responsibly and ethically</b> Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Assess, provide feedback and report on student learning		N/A	1	2	3	4
5.1	<b>Assess student learning</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<b>Provide feedback to students on their learning</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<b>Make consistent and comparable judgements</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<b>Interpret student data</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	<b>Report on student achievement</b> Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESSIONAL ENGAGEMENT						
Standard 6: Engage in professional learning		N/A	1	2	3	4
6.1	<b>Identify and plan professional learning needs</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<b>Engage in professional learning and improve practice</b> Understand the relevant and appropriate sources of professional learning for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<b>Engage with colleagues and improve practice</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<b>Apply professional learning and improve student learning</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Engage professionally with colleagues, parents/carers and the community		N/A	1	2	3	4
7.1	<b>Meet professional ethics and responsibilities</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<b>Comply with legislative, administrative and organisational requirements</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<b>Engage with the parents/carers</b> Understand strategies for working effectively, sensitively and confidentially with parents/ carers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>7.4 Engage with professional teaching networks and broader communities</b></p> <p>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p style="text-align: center;"><b>COMMENTS</b></p> <p><i>Comments regarding Pre-service Teacher strengths and areas for future focus on this Professional Experience / Internship placement. (This field will expand to accommodate your text.)</i></p>					

## Illness/Misadventure Form

### INSTRUCTIONS

This form is for students who have experienced illness or misadventure during their Professional Experience.

1. All absences taken during Professional Experience must be made up by the student and make up days are to be negotiated with and approved by the school.
2. Complete all sections of this form with the **approval signature** and **submit only** when **make up days** have been **fulfilled**. Send to the relevant University campus (see below), forwarding originals of attachments as soon as possible.

**Wollongong**  
Professional Experience Unit  
Building 23, Room 17  
School of Education  
Faculty of Social Sciences  
University of Wollongong  
NSW 2522  
E: pex-enquiries@uow.edu.au  
F: 02 4221 3891

**Shoalhaven**  
Regional Campus  
Coordinator: Master of  
Teaching  
Shoalhaven Campus  
University of Wollongong  
PO Box 5080  
Nowra Distribution Centre  
NSW 2541  
F: 02 4448 0889

**Batemans Bay**  
Regional Campus  
Coordinator: Master of  
Teaching  
Batemans Bay Education  
Centre  
"Hanging Rock"  
Beach Road  
Batemans Bay NSW 2536  
F: 02 4472 2126

**Bega**  
Regional Campus  
Coordinator: Master of  
Teaching  
Bega Education Centre  
PO Box 1020  
Bega NSW 2550  
F: 02 6494 7036

**Southern Highlands**  
Regional Campus  
Coordinator: Master of  
Teaching  
UOW Southern Highlands  
Campus  
University Building  
C/ Moss Vale College of  
TAFE  
Kirkham Street  
Moss Vale NSW 2577  
F: 02 4869 2342

### PERSONAL DETAILS

Student name				Student No.	
Course				Year	
School					
Private address during absence					
				Tel	

### DETAILS

Period of absence	From	/	/	To	/	/
Number of days absent (excludes Saturday, Sunday, holidays)						

### REASON FOR ABSENCE

<input type="checkbox"/> Injury/Illness	<input type="checkbox"/> Other (please state)					
Did the injury occur while undertaking Professional Experience commitments?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the injury sustained whilst travelling to or from the school to which you have been allocated?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
If <b>Yes</b> is ticked for either of the above, you must contact the Professional Experience Unit on 4239 2380.						
Medical Certificate is attached. (A Medical Certificate is required for all sick leave of <b>two or more</b> days.)					<input type="checkbox"/> Yes	<input type="checkbox"/> No

### STUDENT SIGNATURE

Student signature		Date	
-------------------	--	------	--

### SCHOOL PRINCIPAL OR IN-SCHOOL COORDINATOR SIGNATURE

Arrangements have been made with the Supervising Teacher for the student to make up the absence(s).					
Signed		Position		Date	
The day/days missed has/have been fulfilled.			<input type="checkbox"/> Yes		
Make up days were completed on:			/	/	/

## Professional Experience Unit

School of Education

Faculty of Social Sciences

Building 23.G17

University of Wollongong NSW 2522

Australia

Email: [pex-enquiries@uow.edu.au](mailto:pex-enquiries@uow.edu.au)

Tel: +61 2 4239 2380

Fax: +61 2 4221 3891

[socialsciences.uow.edu.au/education](http://socialsciences.uow.edu.au/education)

Opening hours: Mon – Fri, 8.00am to 4.30pm



