

Professional Experience General Handbook Bachelor of Education (Middle School)



Murray School of Education
Charles Sturt University
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<http://www.csu.edu.au/faculty/educat/murrayed/>

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INTRODUCTION

The professional experience component of the Bachelor of Education (K-12 Middle School) has been designed specifically to be fully integrated with the academic components of the course. These planned experiences in primary and high schools allow pre-service teachers to apply the theoretical concepts and pedagogical strategies developed at university to the practice of current educational facilities. The professional experience programs have been carefully structured so that there is both a gradual introduction to the diverse roles of teachers and an *incremental* development in the skills necessary to be a professional educator.

Pre-service teachers from CSU – Albury (Thurgoona Campus) are able to undertake professional experience in a variety of settings because of the extensive and rich partnerships that exist between Charles Sturt University and the relevant governing education bodies, principals, and staff of schools in the region. The continuing support from the field is crucial in developing a professional experience program that is rigorous and responsive to the needs of pre-service teachers in modern Australian educational institutions.

Within this booklet, we provide general information concerning the organisation of professional experience in courses delivered by the Murray School of Education. Each professional experience has a separate Supplement and Report Book that details the specific requirements and assessment for the each experience. These supplementary documents are drawn from the most current frameworks relating to teaching standards as issued by relevant state and professional bodies.

Your involvement and commitment to our professional experience program is significant and we are very appreciative and thankful for your involvement.

If you have any queries or would like further information please feel free to contact the Professional Experience Office

Liisa Uusimaki	Director, Professional Experience	luusimak@csu.edu.au
Rebecca Gransden	Professional Experience Administrator	peoffice@csu.edu.au

Return of forms to the university

It would be appreciated if, on the last day of the practicum, or as soon as possible thereafter, **all the report booklets and payment vouchers be returned to the Professional Experience Office** in order that grades may be recorded and payments processed:

**Professional Experience Office
Murray School of Education
Charles Sturt University
PO Box 789
ALBURY NSW 2640**

**Phone: (02) 6051 9404
Fax: (02) 6051 9424**

GOALS OF THE PROFESSIONAL EXPERIENCE PROGRAM

The general aim of the professional experience program is to facilitate, by the provision of appropriate contexts and personnel, the induction of pre-service teachers into the profession through the stages of orientation, conceptualisation and appropriation.

The **GOALS** of the professional experience are to:

- Inform pre-service teachers of their development in relation to:
 - Perceived motivation to teach
 - Interaction with adolescents
 - Planning and preparation
 - Communication skills
 - Teaching skills
 - Ability to organise
 - Management skills
 - Insights and initiatives in the teaching / learning process
 - Adolescent outcomes
 - Development as an individual
 - Interactions with parents and other adults

- Require pre-service teachers to develop practical teaching skills at an appropriate pace;

- Require pre-service teachers to understand the relationship between pedagogical strategies, conceptions of learning and their application in educational settings.

- Encourage continuing dialogue (based upon ongoing observation) between pre-service teachers and supervising personnel with the view to enhancing development;

- Lay the foundation for continuing study, research, critical reflection and increasing effectiveness within the context of changing educational and social conditions;

- Develop in each pre-service teacher a sense of responsibility for acquiring the professional and personal qualities and competencies necessary to begin a teaching career through the identification and evaluation of teaching competencies;

- Assess all pre-service teachers in terms of their **suitability**, **performance** and **effectiveness** as teachers.

The Professional Experience Program delivered by the Murray School of Education is drawn from the Faculty Policy on Professional Experience.

ARRANGEMENTS FOR TEACHING PRACTICE

Eligibility to Undertake Teaching Experience

Eligibility to proceed with professional experience is determined by the pre-service teacher's academic progress. Prior to the commencement of the professional experience the pre-service teacher's academic progress will be reviewed by the Professional Experience Manager, Course Co-ordinator and Subject Co-ordinators for the session. Should the pre-service teacher's academic progress be unsatisfactory, s/he may not be permitted to proceed with the professional experience.

Placement of Pre-service teachers

Prior to the professional experience placement the Professional Experience Office contacts the principal requesting the names of teachers willing to supervise pre-service teachers undertaking professional experience. The Professional Experience Office allocates all placements and pre-service teachers are notified of the details.

While every effort is made to accommodate pre-service teachers in regard to preferences for placement, particularly with the geographical location of the placement, many factors need to be considered. Pre-service teachers need to be aware that a local placement is considered to be any where within a 70 kilometre radius of the University and/or their home address. The Professional Experience Office will hold consultations with pre-service teachers only when the placement is outside the 70 kilometre radius. As pre-service teachers successfully progress through their degree they are encouraged to participate in professional experience in non-local settings. Opportunities also exist for pre-service teachers to participate in professional experience in settings in other Australian states and overseas.

ROLES AND RESPONSIBILITIES

Pre-service Teacher

The pre-service teacher is to complete all **pre-professional experience responsibilities**. When given permission to contact schools, pre-service teachers must

- attend **all** pre-service teacher meetings convened by the Professional Experience Office
- contact the school to discuss with the associate teacher the following :-
 - details of the group or class
 - teaching programs
 - responsibilities while at the school
 - extra-curricular involvements
 - necessary preparation for the practicum
 - resources needed
- complete all paperwork promptly
- develop personal competencies for the professional experience and have them approved by the Professional Experience Manager.

The pre-service teacher is to complete, at an acceptable standard, all required documentation during the professional experience including lesson planning and personal evaluation. Pre-service teachers are required to attempt all prescribed competencies for the professional experience before they can be considered as satisfactory. The pre-service teacher is expected to act in accordance with ethical and moral principles befitting the teaching profession.

In order to gain maximum benefit from the professional experience it is recommended that on or before the first day pre-service teachers should gain information from the principal on such matters as:

- school organisation, policies and procedures
- the extent of pre-service teacher authority and responsibilities
- teacher's role and the community's expectations.

Pre-service Teacher as a Staff Member:

The pre-service teacher should aim to become part of the staff as soon as possible by taking the initiative in offering to undertake responsibilities and extra-curricular activities.

Pre-service teachers are regarded as being temporary members of staff and, accordingly, will observe the same conditions as teachers. For example, they should:

- remain at school during the prescribed hours
- abide by the regulations of the education authority
- assist with duties undertaken by the associate teacher
- assist with school activities
- abide by the established policy on matters of administration, dress and grooming

Schools operate on established routines, and it is expected that pre-service teachers will adapt to them. This is just as important in the social atmosphere of the staffroom as in more formal matters.

Legal Responsibility

The question of legal responsibility of pre-service teachers engaged in professional experience has arisen in the past when accidents and cases of negligence have occurred. The Legal Services Directorate of the Department of Education and Training has advised that:

"... Pre-service teachers may be sued for their negligence just like any other member of the community. Where pre-service teachers are in schools merely as observers, and a child is injured, it is extremely unlikely firstly that any action would be taken against them and secondly that they would be liable. Where a pre-service teacher is in charge of students, whether in a classroom, the playground or on an excursion, they are effectively acting for the Department. Again it is extremely unlikely they would be sued in regard to any injury to a child and also unlikely that they would be found liable. "

It can be reasonably assumed that the legal position would be the same in non-departmental schools.

Pre-service teachers must complete mandatory training in child protection and satisfy legal requirements to work with children before they will be permitted to participate in any field experience involving children.

Associate teacher

The Professional Experience Program at CSU-Albury (Thurgoona Campus) is a co-operative endeavour by the staff of the university and the staff of schools. In many ways the influence of the associate teacher is a significant component of the pre-service teacher's professional development. While on professional experience the pre-service teachers' attitudes and patterns of professional behaviour will be strongly influenced by the associate teacher to whom they have been attached.

Many pre-service teachers feel uncertain of their roles, particularly at the beginning of their professional experience. A pre-service teacher needs help in adjusting to the associate teacher and the school. The pre-service teacher needs to feel welcome and be assured of support from the associate teacher. Some pre-service teachers may need to be encouraged to ask questions and to participate in classroom activities. Some may need to be guided in the implementation of their teaching programs.

The Associate teacher is expected to:

- provide, in advance, information about the setting, including the background interests and abilities of the students, learning programs and school resources
- attend information sessions associated with professional experience supervision as appropriate
- orientate the pre-service teacher to the setting, including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities and information about the location and borrowing of resources
- provide adequate time, information and resources to enable the pre-service teacher to meet the requirements of the teaching practice experience
- provide regular and detailed feedback on individual lessons both in writing and orally to the pre-service teacher with the Principal and Professional Experience Liaison Officer also being advised on the level of teaching competence and professional development of the pre-service teacher
- communicate openly with Professional Experience Liaison Officer concerning the progress of the pre-service teacher during the professional experience.
- adhere to the procedures for dealing with a pre-service teacher who is at risk of failing professional experience (See Pg 16)

SUPPORTING THE DEVELOPMENT OF LEARNING EXPERIENCES

All pre-service teachers engaged in professional experience will be required to plan, execute and evaluate learning experiences (lessons). This activity is a core competency for teachers and requires careful support amidst a backdrop of frequent opportunities for practice. Associate teachers are expected to support this skill through a combination of modelling, monitoring and reflective discussion. The guidelines below outline the key features of the approach to support in this area of the pre-service teacher's development.

Before the learning experience

If the pre-service teacher has not been involved with the school, they should visit the school prior to the practicum to discuss needs, interests and objectives with the associate teacher. Advanced information that should be requested by the pre-service teacher would be:

- relevant details of the class/es
- teaching programs
- responsibilities
- extra curricula involvement
- pre-practice preparation
- resources needed

The Learning Experience

The pre-service teacher's actions the planned learning experience and is observed by the associate teacher who records observations both in general and on the professional target of the pre-service teacher. It is important that all lessons/learning activities be planned and discussed with the associate teacher prior to the commencement of lessons.

After the Learning Experience

1. Initially, the pre-service teacher critically reflects on the learning experience. This evaluation should focus on the learning experience, the effectiveness of the teaching, suitability of resources and management of the environment.
2. The associate teacher and pre-service teacher discuss the learning experience, and make plans for focusing on other competencies in subsequent lessons.

PAYMENT DETAILS

Charles Sturt University has a policy of payment to associate teachers or schools as follows:

Associate teachers or schools are paid for placements. The payment for the supervision of pre-service teachers has been calculated in accordance with the agreements between Charles Sturt University, education authorities and teacher unions.

Coordinator payments are also available when 5 or more pre-service teachers have participated in the same professional experience placement.

Payment claim forms are included in this package and are to be returned to the Professional Experience Office with the completed report book at the completion of the placement. Banking details form is to be sent to Human Resources Bathurst Campus **prior to the placement**.

ASSESSMENT

General

It is expected that throughout the professional experience, associate teachers should regularly discuss with pre-service teachers the strengths and weaknesses of the pre-service teacher's performance, and provide written critiques.

Pre-service teachers who are experiencing difficulties should make use of all personnel who are in a position to help. Following, in order, are people who should be approached in the event of difficulties being experienced:

1. associate teacher (s)
2. head teacher
3. deputy or leading teacher
4. university supervisor
5. Professional Experience Manager

If any serious problems arise, the pre-service teacher should first discuss the issue with their Professional Experience Liaison Officer, then, if necessary, contact the Professional Experience Office on 6051 9404

If a pre-service teacher performance is unsatisfactory, the Associate teacher or Professional Experience Liaison Officer can determine that the pre-service teacher is 'at risk' of failing the Professional Experience. The Professional Experience Office must be informed if a pre-service teacher is placed at risk. (See page 16)

Criteria

Each professional experience has its own report reflecting competencies appropriate for the pre-service teacher experience to date. It is anticipated that the report be consistently referred to during the professional experience and the focus of discussion of discussion between the associate teacher and the pre-service teacher.

The following list outlines some major areas for attention that should be considered during the assessment process.

- Knowledge of subject/content and ability to teach that content to students
- Knowledge of students and teaching and learning strategies
- Ability to plan, assess and report for effective learning
- Ability to communicate effectively
- Ability to create and maintain safe and challenging learning environment through the use of classroom management skills
- Commitment to continual improvement professional knowledge and practice
- Ability to actively engage members of the profession and the wider community

Grading of the Pre-service Teacher

At the end of the professional experience, the associate teacher will recommend to the Professional Experience Office a grade for the pre-service teacher. The outcomes for each stage of the course are progressively more demanding. The following guidelines should be adhered to when awarding the overall grade.

Guidelines for awarding grades for the professional experience

These are the general rules to be followed when awarding grades for professional experience.

If, in the associate teachers opinion, the pre-service teacher has demonstrated achievement of the core and personal competencies to a satisfactory level the pre-service teacher is to be awarded a **SATISFACTORY** grade. The awarding of a Satisfactory Grade allows the pre-service teacher to progress to the next professional experience.

If, in the associate teachers opinion, the pre-service teacher's ability to demonstrate the core and personal competencies of the professional experience is difficult to determine, with only aspects of the competencies being successfully demonstrated, then the pre-service teacher is to be awarded a **MARGINAL** grade. The awarding of a Marginal grade means that the pre-service teacher may progress to the next professional experience placement under close supervision and involve some intervention by the Professional Experience Office. All future professional experience placements will then either be Satisfactory or Unsatisfactory. A Marginal grade can be awarded to a pre-service teacher only once in the duration of the degree.

If, in the associate teachers opinion, the pre-service teacher has not demonstrated achievement of the core and personal competencies at an overall satisfactory level the pre-service teacher is to be awarded an **UNSATISFACTORY** grade. The awarding of an Unsatisfactory Grade constitutes a Failure in the professional experience and may result in a pre-service teacher being excluded from the degree. The awarding of an Unsatisfactory grade should involve discussions between the associate teacher and the Professional Experience Manager.

NB It is essential that if the pre-service teacher is determined to be "At Risk" then procedures outlined on Page 16 be followed. It is in the best interest of the pre-service teacher to commence "At Risk" procedures as soon as possible if deemed necessary.

Developmental support plan for pre-service teachers at risk

Please follow these basic guidelines for supporting a pre-service teacher who is At Risk of failing to satisfactorily complete all professional experience requirements. Detailed guidelines can be found in Section 4 -POLICY ON PROFESSIONAL PRACTICE- of the Faculty of Education Professional Experience Handbook.

1. Advise Professional Experience Liaison Officer as early as possible that the pre-service teacher is experiencing difficulties.
2. Request and complete the Developmental Support Plan proforma from the Professional Experience Office in consultation with Professional Experience Liaison Officer, pre-service teacher and Principal.
3. Fax the completed proforma to the Professional Experience Office.
4. In liaison with the Professional Experience Liaison Officer support the pre-service teacher to achieve the desired outcomes from the professional experience.
5. Keep the Professional Experience Liaison Officer informed of pre-service teacher's progress.
6. If the pre-service teacher is experiencing extreme difficulties that warrant further action prior to the conclusion of the Professional Experience, the parties involved may agree to
 - (i) relocate the pre-service teacher to another class, setting or school, or
 - (ii) terminate the Professional Experience

Consequences of failure of Professional Experience

Pre-service teachers must be familiar with the University's Exclusion Regulations in the Charles Sturt University's Undergraduate Handbook. <http://www.csu.edu.au/handbook/>

Failure in any Professional Experience placement may lead to exclusion from the course.

It is recommended that pre-service teachers acquaint themselves immediately with the entire Exclusion Regulations section of the Handbook and make an appointment with the Professional Experience Office should they require clarification.

IMPORTANT CONSIDERATIONS

Accident Insurance

The following advice has been provided by the Director of the Department of Finance, Division of Financial Services, and Charles Sturt University.

This is to confirm that university pre-service teachers attached to CSU – Albury (Thurgoona Campus) are covered under the following insurance whilst they participate in university course-approved work placements and experience:

- (a) Personal Accident insurance in the name of Charles Sturt University Student Association Incorporated issued by AFA under policy No. 5371647.
- (b) Public and Products liability insurance for not less than \$10 million under policy No. AU CSU 99002 with Unimutual Insurance (NZ) Limited.

Compensation shall be payable under these policies for injury caused by an accident **that is not covered** under any Worker's Compensation Act, Ordinance or Policy of Insurance.

Accidents occurring whilst in pursuance of the course should be reported by the pre-service teacher within 48 hours to Mr Phil Beasley, CSU Students Association, (02 6051 6940).

Car accidents, travelling to or returning from a teaching practice school or centre, or transporting school pupils to an organised activity, should be claimed on Third Party Insurance.

Pre-service teachers are advised that unless their cars have a special permit for use as a hire vehicle their Third Party Insurance Cover may be invalidated if they accept any monetary consideration for transporting other pre-service teachers or school children.

Excursions

During a professional experience placement pre-service teachers may be included in school excursions at the discretion of the principal. Clear arrangements should be made regarding responsibility for any excursion costs. The university will not take responsibility for any associated costs in regard to pre-service teachers participating in school excursions.

Industrial Action

In the case of industrial action by teachers, pre-service teachers should attend the school only if their associate teacher attends. Pre-service teachers are not to act as substitute teachers or be required to act in ways which exceed their legal position within the school or centre. Pre-service teachers who are members of organisations taking industrial action must inform the associate teacher, Professional Experience Liaison Officer, Principal and the Professional Experience Office of their intent to participate in any such action.

Pre-service teachers incurring absences through single day or part day industrial action are not penalised by the university and are not required to make up the time. Absences due to protracted strikes (more than two days) will be considered by a special committee comprising of the Sub-Dean of Professional Experience, Professional Experience Manager, Course Coordinator and Head of School.

Absences

Pre-service teachers are expected to be in attendance for each day of the professional experience placement. It is the pre-service teacher's responsibility to make up for any absences incurred during the professional experience. **Any absence must be made up at a mutually convenient time for the school and the University. A leave of absence form must be faxed to the Professional Experience Office.**

NSW Teachers Federation - Statement of Policy

Pre-service teachers from the various universities and conservatoriums are to be regarded in their allocated schools as future teachers and not ex-students.

Such pre-service teachers are not to be humiliated or criticised in front of school pupils or classes.

Such pre-service teachers should be accepted into the school situation and be afforded such humane and common-place activities as a position in the staffroom (if possible), tea and coffee making facilities, car parking facilities, awareness of school routine and provision for duplication of material, which can form an integral part of a lesson.

Pre-service teachers are required to teach only the prescribed number of lessons as set by the university or academy, and the number not be increased to satisfy the needs caused by absent teachers or pre-service teachers or the personal whims of the teacher responsible for the placement and welfare of pre-service teachers. It is assumed that this position would be the same for other teacher unions.

PROFESSIONAL EXPERIENCE SUBJECT REQUIREMENTS

For each session of the professional experience the pre-service teacher may be required to complete a number of assignments, in addition to teaching successfully. The tasks and the formats for their completion are set out in the supplementary documentation for each professional experience.

Prescribed Objectives

For each professional experience the prescribed objectives are set out to be achieved. These are intended to indicate the minimum stages of development expected of a pre-service teacher. However, some pre-service teachers may progress faster than others and some find they have particular needs. It is therefore appropriate that allowance is made for individual progression through personal objectives.

Expected Personal Outcomes

These will be derived from the pre-service teacher's perceived needs and from the personal evaluation of previous teaching practicum experiences. These are to be developed prior to the professional experience commencing. It is from these personal outcomes that the teaching targets will be chosen throughout the supervision cycle.

Expectations from Subjects

The Bachelor of Education subjects comprehensively examine aspects of teaching including professional knowledge, professional practice and professional commitment. The pre-service teacher is expected to apply knowledge and skills gained from these subjects during the professional experience. It must be remembered that the pre-service teacher is at the beginning of their career. While high expectations are held for the pre-service teachers, their competence must be measured within the context of their experience base.

Situation Analysis

The pre-service teacher is expected to inquire into the operation of the school in which s/he is working. Details concerning the particular focus of the enquiries are set out in the specific attachment. On each occasion the pre-service teacher is required to make notes emphasising the "why" and "how" aspects of each item. As progression occurs from one semester to the next, some items are repeated in order to emphasise the variations that exist in different settings. Experience will help in refining observations and notes.

The major areas of inquiry will be:

- The Role of the Teacher;
- Curriculum and Planning;
- Assessment;
- Classroom management;
- The Physical Environment;
- The School;
- The School and the System.
- History of School
- Charter of the School

Personal Evaluation

At the end of each session the pre-service teacher is expected to critically reflect on the professional experience. The reflection will utilise the skills, knowledge and understanding that arises from the professional experience. The evaluation will assist the pre-service teacher reflect on what has been gained and to identify what may be significant needs that have arisen as a result of the practice session. The evaluation will lead directly into the expected personal outcomes for the following practice session and will be discussed with the Professional Experience Office on the pre-service teacher's return to university.

Lesson Note File

It is university policy that lessons are not to be taught unless they are planned ahead in detail. Lesson notes are to be available at any time to the associate teacher, principal, head teacher and university liaison officer. Lessons should only proceed if the associate teacher is satisfied that the planning has been adequate and the pre-service teacher is sufficiently motivated and prepared.

The pre-service teacher is required to keep all teaching programs, which will be used throughout the course.

Observation Notes

During teaching practice pre-service teachers are required to observe the teacher at work.

Pre-service teachers are requested to record observation notes paying particular attention to such areas as:

- organisation of room and resources
- teaching and learning strategies
- types of teaching resources
- interaction with parents
- working with staff
- assessment recording and responding
- ideas for motivating learning
- provision for individual differences (learning difficulties and gifted students)
- cultural diversity
- school routines
- programming and program evaluation
- working in a faculty and across faculties
- behaviour management
- movement between classes
- class and lesson structure

COMMUNICATION LINKS

We welcome, at any time, the comments and suggestions from our colleagues in the field. Please do not hesitate to contact the Professional Experience Office if you have any concerns or comments.

PROFESSIONAL EXPERIENCE PROGRAM PROFILES

		1st Year Pre-Service Teachers	2nd Year Pre-Service Teachers	3rd Year Pre-Service Teachers	4th Year Pre-Service Teachers
	PRINCIPLES OF PRACTICE	K-2	Middle Years Placement	Diverse and High School Placement	K-12 Placement
1	Knowing content / subject and teaching and learning processes	In a sequence of lessons, matches content, teaching approaches and student development and learning in planning	Plans and implements teaching programs to motivate and engage students	Applies specialist knowledge to the educational needs of young people.	Fosters independent and co-operative learning
		Shows flexibility and responsiveness	Establishes clear, challenging and achievable expectations for students	Applies knowledge of adolescent development to the needs of young people.	Works with students actively developing knowledge
		Develops and implements a range of teaching strategies	Uses a range of appropriate teaching strategies	Applies a range of strategies when working with young people.	Caters for needs of all students
2	Creating and maintaining safe and challenging learning environments through the use of classroom management skills	Develops and implements a range of teaching strategies	Plans and applies routines consistent with school policy	Applies a variety of behaviour management strategies	Implements prompt firm, fair and consistent classroom management techniques
3	Communicating	Recognises and	Includes activities that	Develops positive	Works with a range of

	effectively with students	responds to individual differences	acknowledge the implications of social, cultural and ethnic differences	relationships with students	staff responsible for students' education
4	Active engagement with other professionals and the wider community	Shows willingness to participate with school staff in a range of activities	Interacts confidently with school staff	Works effectively with the school community for the care of students	Communicates with school support staff, the profession and the wider community
5	Planning, Assessing and Reporting for effective learning	Uses a range of assessment strategies for gathering data and develops understanding of student self assessment strategies	Recognises and responds to individual needs and differences amongst students. Provides students with feedback on progress.	Uses a range of assessment to assess learning outcomes	Develops programs for ongoing assessment for student learning and reporting to parents on student achievement
6	Improving professional and practice	Explores how to reflect on own practice to improve the quality of teaching and learning	When planning acts upon own reflections and associate teacher's feedback	Evaluates teaching and learning programs	Develops professional skills and capacity Identifies and prioritises areas for continued development
		Begins to identify strengths and weaknesses of their teaching		Plans to meet short-term personal and school goals	Plans to meet longer-term personal and school goals
7	Knowing their students and how students learn	Demonstrates knowledge of the curriculum in appropriate key learning areas	Continues to acquire and explore curriculum knowledge and understanding	Continues to acquire and explore curriculum knowledge and understanding while applying to teaching	Consolidates curriculum knowledge and understanding while applying to teaching
			Demonstrates the relationship between subject matter and appropriate modes of inquiry	Understands the relationship between process of inquiry and content knowledge	
		Understands how students develop and learn	Demonstrates knowledge of child development through appropriate planning	Values diversity of students and acknowledges and plans accordingly	Designs programs that respond to individual student's backgrounds and needs
		Identifies professional responsibilities and the relationship to educational goals	Treats students, parents and colleagues with honesty and respect and without discrimination	Recognises own cultural assumptions and biases and those within the school's curriculum and practices	Fulfils obligations of teaching's regulatory framework, including equal opportunity, occupational health, child protection and other applicable Acts
		Acts equitably towards all students	Acts equitably towards all students	Acts equitably towards all students	Acts equitably towards all students
8	Information and Communication Technology	Integrates technology in the planning and development of class activities	Integrates and applies technology in the teaching and learning process	Integrates and applies technology in a range of multi-modal, multi-media and interactive presentations to facilitate learning	Integrates a range of multi-modal technologies by structuring programs and lessons to incorporate useful and appropriate resources

FOR PRE-SERVICE TEACHERS AT RISK – DEVELOPMENTAL SUPPORT PLAN:

Directions for Associate teachers

Please follow these basic guidelines for supporting a pre-service teacher who is *At Risk* of failing to satisfactorily complete all Professional Experience requirements.

1. You must advise the Professional Experience Office as early as possible that the pre-service teacher is experiencing difficulties.

2. Complete the Developmental Support Plan proforma, in consultation with Professional Experience Liaison Officer , Pre-Service Teacher and Coordinator/Principal.

3. Fax the completed Developmental Support Plan proforma to the Professional Experience Office for ratification, signature and any further discussion as deemed necessary.

4. Support the pre-service teacher to achieve the desired outcomes from the Professional Experience.

5. Keep the Professional Experience Office informed of pre-service teacher progress

6. If the pre-service teacher is experiencing extreme difficulties that warrant further action prior to the conclusion of the Professional Experience, it may be decided to
 - (i) relocate the pre-service teacher to another class, setting or school, or
 - (ii) terminate the Professional Experience

FOR PRE-SERVICE TEACHERS AT RISK: DEVELOPMENTAL SUPPORT PLAN

To be completed by the Associate teacher in conjunction with the Professional Experience Liaison Officer and the pre-service teacher. Please forward to Professional Experience Office for ratification and signature after expected outcomes have been identified and agreed upon.

AREAS CAUSING CONCERN	ACTION REQUIRED BY THE PRE-SERVICE TEACHER	SUPPORT PROGRAM FOR PRE-SERVICE TEACHERS	TIMELINE FOR SATISFACTORY COMPLETION

School: _____

Pre-service Teacher Name: _____ Signature: _____ Date: _____

Associate teacher Name: _____ Signature: _____ Date: _____

Principal Name: _____ Signature: _____ Date: _____

PE Liaison Officer: _____ Signature: _____ Date: _____

Professional Experience Manager: _____ Signature: _____ Date: _____

**Fax to Professional Experience Office immediately on 02 6051 9424
Professional Experience Office will fax the signed copy back to school**