# Charles Sturt University

# FACULTY OF ARTS & EDUCATION

## GUIDE TO PROFESSIONAL EXPERIENCE PLACEMENT

## EPT241: INTRODUCTION TO THE SECONDARY CONTEXT

This Guide applies to students completing EPT241 who commenced the Bachelor of Education (Technology & Applied Studies), Bachelor of Education (Health & Physical Education) Bachelor of Outdoor Education before 2014, or those commencing the Bachelor of Education (Secondary) – Industry Entry in 2014 or later.

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## INTRODUCTION

Welcome to the professional experience placement component of EPT241 Introduction to the Secondary Context.  Professional experience is a foundational requirement of this degree and provides teacher education students with the opportunity to develop skills studied in curriculum method and education discipline subjects.  In this first placement of 20 days teacher education students will explore school practices and develop their knowledge of schools to establish professional abilities in the classroom and professional connections with parents and carers and the wider school and professional community.

The placement is designed so that collaboration and feedback possibilities are scheduled on a daily basis where the supervising teacher and the teacher education student discuss lesson planning, classroom strategies and feedback from classroom teaching. Teacher education students will develop skills which build on their knowledge and understanding from their prior curriculum method and education discipline subjects.* This guide gives teacher education students and supervising teachers an overview of the expectations of this specific placement and what is required for teacher education students to meet the passing criteria.

The Professional Experience Handbook gives the supervising teacher and the teacher education student a detailed coverage of the professional experience arrangements for all placements.

Upon successful completion of this subject, students should:

- Be able to identify personal and professional objectives upon which they will focus in this placement;
- Be able to demonstrate quality communication skills essential for managing student learning and professional relationships;
- Be able to demonstrate their developing awareness of a range of effective teaching strategies to cater for the diverse needs of adolescent learners;
- Be able to plan, implement and assess student learning in a sequence of lessons that will cater for students' learning needs;
- Have successfully completed an professional experience placement of up to 20 days (as required for accreditation and approved by the Course Director);
- Be able to critically reflect on their development as a teacher and establish learning goals for subsequent professional experience programs
- Be able to establish a framework for the development of a teaching/learning portfolio.

Please read the Professional Experience Handbook in conjunction with this EPT241 Guide to Professional Experience Placement

*Supervising teachers please note: For more information about the subjects that teacher education students have completed and their academic content, please refer to the course structure for the and Bachelor of Education (TAS), Bachelor of Education (Health and Physical Education) Bachelor of Outdoor Education, Bachelor of Education (Secondary).

## ADMINISTRATIVE INFORMATION FOR SUPERVISING TEACHERS

### Guidelines on payment processes

At the beginning of the professional experience placement, the supervising teacher is required to send in the following forms if being paid personally:

- Banking Details Form
- Tax File Declaration
- Supervising Teacher Claim Form

If you would prefer the school to be paid please forward a Tax Invoice to your school office and then email it to Education-WPL@csu.edu.au. The invoice will be paid upon receipt of:

- Professional Experience Report

Supervising teacher payments will be processed when all documentation, including placement reports (described below) has been received.

## During the placement

It is absolutely essential that the supervising teacher supervise and mentor the teacher education student in their emerging pedagogy. This includes the supervising teacher reviewing the teacher education student's written documentation every day, including discussing and reviewing lesson/group/unit plans. Supervising teachers are asked to please complete one (1) Learning Experience Feedback Sheet each day. These are for purposes of formal feedback for the teacher education student. If at any stage the supervising teacher believes that there is a concern then please see below for student 'At Risk' procedures.

Should there be any concerns regarding the teacher education student's progress throughout the placement and after consultation with the teacher education student and university liaison officer the supervising teacher is asked to complete the Notification of Concern form as a matter of urgency and email to the workplace leaning and professional experience team at Education-WPL@csu.edu.au. If there are no concerns please continue to supervise and mentor the student as normal.
All placements in the Bachelor of Education (Secondary) Industry Entry and the Bachelor of Education (TAS) are supervised placements. These courses do not have an internship. As such NESA stipulates the following:

Responsibilities of the supervising teacher include:

- Understanding that the teacher education student does not assume duty of care of students and that, consequently, overall supervision responsibility is always exercised by the supervising teacher (NESA: Professional Experience Framework).

Information about academic expectations, timing of placement activities and assessment requirements for students can be found in the Progression of Teaching sections of this guide.

## Teacher education student "At Risk" information

Supervising teachers are asked to refer to the Professional Experience Handbook to familiarise themselves with the procedures for managing a situation where a teacher education student may be considered at the 'causing concern' level for any of the criteria as presented in the final professional experience report, or where the teacher education student is not displaying professional behaviour.

Should the supervising teacher have any concerns regarding the teacher education student's achievement of these standards the Notification of Concern form should be completed and emailed to the workplace learning team as a matter of urgency at Education-WPL@csu.edu.au. If there are no concerns please continue to supervise and mentor the student as normal.

## Mid placement

At the mid-point of the placement, supervising teachers are asked to engage with the teacher education student in a collaborative review of their progress to date with reference to the Australian Professional Standards for Teachers in order to identify demonstrated strengths and areas for further development during the placement.

## Completion of placement

Supervising teachers are required to complete the Professional Experience Report. Please refer to the Australian Professional Standards for Teachers to assist you in completing the report when reviewing the student's performance and any supporting documentation in the student's professional experience folder etc. Please do not hesitate to contact the workplace learning team at Education-WPL@csu.edu.au should you have any questions or concerns regarding this report or your assessment responsibility.
It is important that the report is fully completed before the addition of any signatures. These must be entered sequentially: the report is 'locked down' as signatures are added, and editing after this occurs is not possible. After obtaining all signatures, the supervising teacher must email the completed report to the teacher education student. The teacher education student must compile all relevant documents and submit them to the CSU electronic assignment submission tracking system (EASTS), on the final day of placement, before leaving the placement site.

**Please note:** The teacher education student's grade cannot be finalised until the professional experience report is returned to the university. The final grade will be determined by the supervising teacher and confirmed by the subject coordinator.

## ADMINISTRATIVE INFORMATION FOR TEACHER EDUCATION STUDENTS

### How to start and complete my placement in 3 easy steps?

1. There are a number of steps to follow to ensure the effective organisation of the placement which can be found in the Handbook for Workplace Learning Professional Experience Guidelines and Procedures on the Teacher Education Workplace Learning website, under Section 3 of the Professional Experience Handbook.

To prepare for your placement it is essential that you log into the InPlace placement management system to upload all the necessary documents (evidence that all required checks and training are completed) and nominate preferences for their placement such as preferred geographical location. Click here for instructions on how to use InPlace. Availability of places is dependent on offers made by schools.

In order to avoid a personal conflict of interest you are advised that:

- Teacher education students may not return to a school at which they have been a student unless 5 years has elapsed since the completion of their final year of attendance at the school;
- Teacher education students may not undertake a placement at a school where their own child is currently a student;
- Teacher education students may not undertake a placement in a school where they have worked in paid employment or as a volunteer in the past five years;
- Teacher education students may not undertake a placement in a school in which a close relative is currently working, either as a teacher or as a member of the non-teaching staff.

It is the responsibility of staff in the workplace leaning team to source all placements for teacher education students. **Under no circumstances are students permitted to approach schools requesting placements, or to enter into agreements with schools regarding future placements.** A placement which has been organised by a student without the prior approval of the workplace learning team will not be approved.

2. Whilst on placement you should aim to become part of the staff as soon as possible by undertaking your duties in a professional manner. You are regarded as temporary members of staff and, accordingly, should observe the same conditions as teachers. For example:

- Wear your University student ID card in a clear plastic lanyard or clear plastic name badge during School visits and placements.
- Present the following to the school prior to commencing the placement:
  o Working with Children Check clearance letter
  o Child Protection Awareness Certificate
  o Anaphylaxis Certificate

- Adhere to all School policies and procedures.
- Keep your email and internet usage to a minimum and only for professional experience.
- Dress in a way which is acceptable to other members of staff and the community of the School.
- Maintain a high level of professionalism during the placement; including maintaining a level of confidentiality about your experiences and being judicious about any information conveyed to others outside of the school.
- Participate in school excursions in which the normal teaching class is involved; however teacher education students must not use their own private vehicle to transfer school students.
- Contribute to the professional school practice by taking the initiative in offering to undertake additional responsibilities and extra activities

You should be familiar with the learning and teaching activities that are expected of you while on placement, they are provided in the Progression of Teaching sections of this guide and in the Subject Outline.

3. When you complete your placement you should work with the supervising teacher to complete all sections of the final report.

- Specifically sign and comment on the final page.
- In addition, the School Principal and teacher education student will add a comment, digital signatures and the date.
- You must upload Assessment Item 2: Professional Experience Report to EASTS on the final day of the placement, preferably before leaving the placement site.
- You should remember to thank your supervising teacher, principal and other staff for their assistance during your placement. It is a matter of courtesy as well as remembering that this is the start of your professional career as a teacher, and that you are your own best advertisement.

## CSU Academic Progress Regulations (as per CSU University Handbook)

This subject is regarded as an indicator of your professional suitability. A failure in the professional experience component will mean that you have not met an essential element of the Academic Progress Regulations. Should you fail the professional experience component of this subject you may be excluded from your course for three years, and you will be required to re-apply for admission to the course because continuation after exclusion is not automatic. Should you experience any difficulties in the professional experience component of this subject and/or you have been identified as being "at risk", it is strongly recommended that you immediately seek additional assistance and advice from your supervising teacher, the School Principal or delegated member of staff, university staff and/or the Professional Experience Liaison Officer.

## Absences

You are expected to be in attendance for each day of the placement, and must comply with attendance requirements of the placements in order to meet the requirements of both the CSU degree and NESA regulations. In cases of illness or misadventure an absence may be required. **All absences must be made up, including public holidays**. Further procedures regarding the notification and documentary evidence can be located on the Professional Experience Handbook: Section 3- Leave of Absence.

## Difficulties and obtaining assistance

Students who are experiencing difficulties should not "suffer in silence" but should make use of all personnel who are in a position to help. Following, are the suggested order of the people who should be approached in the event of difficulties being experienced:

- Supervising Teacher
- Head Teacher or Principal
- University Liaison Officer (ULO)
- Subject Coordinator
- If any serious problems arise, the student or supervising teacher should contact the workplace learning team immediately at Education-WPL@csu.edu.au

If the teacher education student is experiencing difficulty with a supervising teacher or principal, initial contact should be directed to the ULO.

## CONTACT DETAILS

If you have any queries or would like further information about this placement please contact the appropriate person:

| Subject Coordinator | Workplace Learning Team |
|---|---|
| **Responsible for:** The academic aspects of the subject.<br><br>**The Subject Coordinator can help you with:**<br><br>Questions about the Subject Outline, the Interact site, Learning Modules, Resources, Assessment Items and<br>Anything about the learning you will do in this Subject. | **Responsible for:** The organisation and administration of the placement.<br>Communication with the school.<br>Organisation of the ULO.<br><br>**WPL office can help you with:** Questions about your placement, attendance, at risk procedures etc. |
| Margaret Sewell<br>Subject Coordinator<br>msewell@csu.edu.au | Workplace Learning Officer<br>Education-WPL@csu.edu.au |

## SUGGESTED PROGRESSION OF TEACHING

Over this professional experience you will need to move through the following sequence of teaching and professional experience tasks.
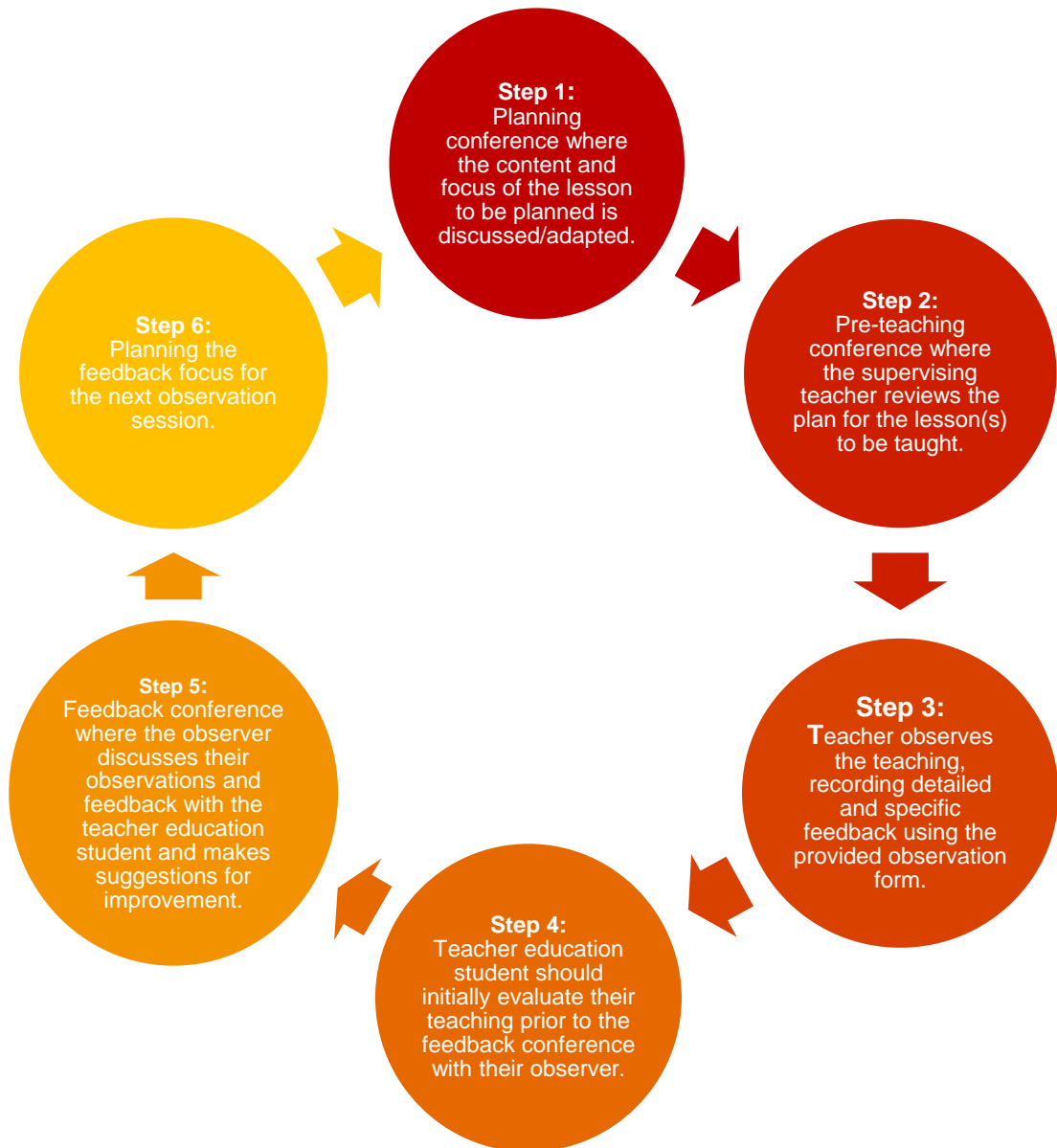
Note: Teaching responsibilities are the suggested minimum requirements and may need to be adjusted in response to the needs of your context and your own development and progress.

| SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT241 | | | |
|---|---|---|---|
| **PROGRAM PHASE** | **FOCUS** | **EXPECTATIONS OF TEACHER EDUCATION STUDENT** | **ROLE OF SUPERVISING TEACHER** |
| **Week 1** <br> **Induction** | Observation in relevant faculty (2-3 days) | • Develop the skills and language of observation and reflection using the observation template in Appendix 2 <br> • Discuss with supervising teacher how individual lessons fit within broad unit framework. <br> • Complete observation notes for "shadow" day <br> • Become familiar with school procedures and policies: discipline, playground rules, school rules, organisational issues such as: meeting schedules, planning excursions, welfare programs, evaluation. <br> • Negotiate teaching load with supervising teacher <br> • By day 3, at the direction of the supervising teacher, actively participate in classes <br><br> **Provide a copy of timetable to subject coordinator and University Liaison Officer as soon as possible and organise University Liaison Officer's visit/contact time for end of week 2/start of week 3.** | • Faculty induction <br> • Provide opportunity for observation within faculty. <br> • Negotiate observation of other teachers within faculty, & other faculties <br> • Organise for teacher education students to "shadow" a class from Yr. 7 or 8 for a whole day Prepare parts of lessons **with** the teacher education student. <br> • **Select** the ½ load of classes for the block component of the professional experience and decide on topics to be taught by teacher education student <br> Encourage teacher education student to actively participate in classes |

| SUMMARY OF MINIMUM EXPECTATIONS OF PARTICIPANTS IN EPT241 | | | |
|---|---|---|---|
| **PROGRAM PHASE** | **FOCUS** | **EXPECTATIONS OF TEACHER EDUCATION STUDENT** | **ROLE OF SUPERVISING TEACHER** |
| **Week 2 Orientation** | Small group or team teaching | • With assistance of supervising teacher, make connections between curriculum perspectives, e.g., Indigenous education – syllabus documents, classroom practices and school policies, and issues of social justice<br>• Teach small groups or parts of lessons involving the whole class. Draft lesson plans (Appendix 3) to discuss with supervising teacher<br>• Plan activities with input from the supervising teacher<br>• Evaluate comprehensively (Appendix 3). | • Make explicit for the teacher education student the linking of curriculum/good classroom practice with teaching and learning methodology, school, regional and departmental policies.<br>• Prepare parts of lessons with the teacher education student<br>• Mid-Placement review to be completed late this week and noted on Report. Emergent concerns to be notified to Workplace Learning Coordinator immediately by phone or email and the submission of the Notification of Concern form. |
| **Week 3 Familiarisation** | Prepare and deliver lesson material | • Recognition of variety of teaching/learning styles (both inside and outside the faculty)<br>• Teach whole classes – planned with input from the Supervising Teacher | • Assist teacher education students to prepare for teaching of ½ load<br>• Ensure a gradual increase in the amount of preparation and delivery is undertaken by the teacher education student |
| **Week 4 Consolidation** | Teach ½ load of classes i.e. about 11 or 12 lessons independently | **Complete final assessment and report following discussion with supervising teacher**<br><br>• Demonstrate knowledge of :<br>  - What you will teach: content/expected outcomes<br>  - Skills: how to teach/pedagogy<br>  - Assessing students and evaluating lessons.<br>  - Moving to independent teaching of 11 periods per week (50 minute lessons). | **Complete final assessment and report following discussion with teacher education student**<br><br>• Assist teacher education student to plan, deliver and evaluate lessons with a range of up to 11 classes during the week (approximately 50 minute lessons). |

## CYCLE OF SUPERVISION

The teacher education student and the supervising teacher should engage in the following cycle of supervision:

**Step 1:** Planning conference where the content and focus of the lesson to be planned is discussed/adapted.

**Step 2:** Pre-teaching conference where the supervising teacher reviews the plan for the lesson(s) to be taught.

**Step 3:** Teacher observes the teaching, recording detailed and specific feedback using the provided observation form.

**Step 4:** Teacher education student should initially evaluate their teaching prior to the feedback conference with their observer.

**Step 5:** Feedback conference where the observer discusses their observations and feedback with the teacher education student and makes suggestions for improvement.

**Step 6:** Planning the feedback focus for the next observation session.

## DOCUMENTATION: PLANNING, EVALUATION AND ASSESSMENT

During this placement, documentation and tasks should be organised into a sectioned folder.

All documentation must be up to date and available for the supervising teacher and University Liaison Officer to view at all times. During the final week of the placement (or earlier if requested by the supervising teacher) the Professional Experience Folder must be submitted to the supervising teacher for assessment. It does NOT need to be returned to the university.

**Lesson planning, assessment and evaluation**

It is important that all lessons/learning activities be planned and discussed with the supervising teacher at least one day **prior** to the teaching of the lesson. During this placement lessons will be planned and evaluated using the planning templates in Appendix 3 Lesson Plan, Appendix 4: Evaluation of Lesson Plan, Appendix 5: Take the Initiative and Appendix 6: Day Book.

All planning is to be available at any time for perusal by supervising personnel.

You are required to complete detailed planning for each lesson. This should be at a standard and include sufficient detail to allow another teacher to teach the lesson. You should select the planning pro-forma that is most suitable for the teaching purpose (e.g. a plan for a group, unit plan, a 'routine' lesson plan.) The "backward design" approach, represented by the following questions, can be used as a guide when planning for any learning.

This approach is:

- What do I want the students to learn? (Learning objective/outcome/intention)
- How will I know they have learned this? (Indicators or success/achievement criteria)
- What learning experiences would best help them learn this? (Learning activities)

All lessons are to be evaluated fully and teaching and learning goals set for the next lesson/session/day.

**Day Book**

In addition to lesson and unit plans, it is recommended that teacher education students complete a day book for the duration of their placement. This should include a daily timetable and an overview of teaching and non-teaching tasks, a note of other responsibilities (e.g., special events, playground duty), and reminders related to specific students and any other detail which will assist in classroom organisation and management. See Appendix 6: Day Book for a possible template.

**Resource Collection (on-going)**

It is best practice to develop a collection of ideas and materials which will assist in teaching practice sessions and in teaching. This resource collection should be added to during each subsequent teaching practice session as well as from other sources.

It is suggested that material be organised under specific curriculum headings either in soft or hard copy, whichever is the most convenient. It will also be useful to include;

- Classroom management
- Professional learning
- Assessment/evaluation
- Program lay-outs
- Record keeping
- Lesson plans
- Teaching methods
- Books - author, title, publisher, source, price, suitability

- Assessment e.g., checklists, sample tasks, feedback samples
- Recording of results, attainments, etc.
- Collections, e.g. project ideas, resources for learning activities (digital and non-digital).

As well as these files, samples of student's work showing date and age level should be collected. Add the resources and ideas you feel are appropriate from professional experience.

## APPENDIX 1: PROFESSIONAL EXPERIENCE GOALS

Giving consideration to your course work, feedback you have received, the progress you have made in achieving the standards and focus areas of the Australian Professional Standards for Teachers, state the goals to which you intend to give highest priority in this professional experience.

The goals must be completed **and signed by your professional experience subject coordinator** prior to the commencement of your placement. These goals will form the basis of the initial feedback on your teaching (and will be appropriately adjusted in collaboration with your supervising teacher and/or university liaison officer (ULO) in response to your placement context).

Goals need to be specific, expressed as outcomes, include sequenced achievement steps and examples of evidence to show you will have achieved each goal.

You need to discuss your goals with your supervising teacher and ULO at the commencement of your placement. At this time you should also show your supervising teacher your previous Professional Experience report to plan an appropriate program to address your areas for development

| Goal: | Indicators/Evidence: Evidence you will have to show you achieved the goal | Actions: Sequenced steps describing the actions you will take as you work towards achieving the goal |
|---|---|---|
| 1. Professional Knowledge Goal: | | |
| 2. Professional Practice Goal: | | |
| 3. Professional Engagement Goal: | | |
| Other aims you may have for the professional experience: | | |

Teacher Education Student _____       Date: _____

Supervising Teacher:            _____       Date: _____

Subject Coordinator:            _____       Date: _____

## APPENDIX 2: OBSERVATION OF TEACHING & LEARNING EXPERIENCES

**Summary of Teaching Activities**

The summary of teaching and learning activities is a means of tracking development and needs. This needs to be kept up to date to ensure it serves its purpose. It should map observations and teaching experiences. Teacher education students are required to **OBSERVE** a number of different teachers and lessons throughout the period of the professional experience. A copy of the lesson feedback sheet from the supervising teacher's package may be used for guidance during these observations.

**Record of Lessons observed and/or taught in the Thirty Day Block**

The teacher education student is required to keep an up-to-date summary of lessons observed and taught in a table similar to this. Include the period, class and teaching/learning focus e.g. P.1 9Eng – O – Shakespeare; P.2 10Eng – T – Essay Skills. O = Observation  TT = Team Teaching     T = Teaching whole lesson

| WEEK | MONDAY Class/Time | TUESDAY Class/Time | WEDNESDAY Class/Time | THURSDAY Class/Time | FRIDAY Class/Time |
|---|---|---|---|---|---|
| **One** | **Observation & Discussion** | **Observation & Discussion** | **Observation & Discussion** | **Observation, Discussion, team teaching** | **Observation, Discussion, team teaching** |
| **Two** | | | | | |
| **Three** | | | | | |
| **Four** | | | | | |
| **Five** | | | | | |
| **Six** | | | | | |

Supervising teacher's signature:                                                             Date: _____

## APPENDIX 3: LESSON PLAN TEMPLATE

| Lesson Title | Lesson Duration | Stage………. Year | Class/Group |
|---|---|---|---|
| Rationale | Syllabus Outcomes | Syllabus Content | |
| Prior knowledge | Risk Assessment | | Resources |

| Learning Outcomes *These should be precise indicators of intended student learning* | *Time Guide* | Content/Learning Experience<br><br>*Introduction (Engagement)*<br><br><br>*Body (Exploration/Transformation/Presentation)* | Teaching Strategies | Class Organisation *Grouping & classroom environment* | Assessment Techniques *What will you use to assess their learning?* |
|---|---|---|---|---|---|

Conclusion (Presentation/Reflection)

Supervising Teacher's Signature:……………………………………………………..      NB. *This must be signed before the lesson is taught*

## APPENDIX 4: EVALUATION OF LESSON PLAN

| Specific Teaching Targets for this lesson | | | |
|---|---|---|---|
| **INTENDED TEACHING OUTCOMES** *Determine these before the lesson* | | **ASSESSMENT OF TEACHING OUTCOMES** *Write these after the lesson* | |
| Lesson Evaluation | | | |
| **OUTCOMES** | **RESOURCES/ENVIRONMENT** | **PRESENTATION/STRATEGIES** | **INTERACTION & COMMUNICATION** |
| Were they experienced/achieved/ developed? Why/Why not? How do you know? | Were they appropriate/utilised? Why/Why not? How do you know? | Were these appropriate? Why/Why not? How do you know? | Was this appropriate? Why/Why not? How do you know? |
| Follow-up How is this evaluation going to impact in future learning experiences for your pupils? | | | |
| **How will I adjust my teaching**…………..? **Specific teaching targets** (*should be written into next lesson plan*) | | | |

**Supervising Teacher's Signature**…………………………………………………… **Date**………………………NB. ***This must be signed before the lesson is taught***

## APPENDIX 5: TAKE THE INITIATIVE

List the activities which you undertook during the six weeks, e.g., making teaching aids, helping individual students, assisting with an excursion, attendance at staff meeting, helping with sport, etc.

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Supervising Teacher to verify_____     Date: _____

## APPENDIX 6: DAYBOOK

| Date: | | | | |
|---|---|---|---|---|
| **Class:** | **Content/Learning Intentions** | **Teaching/Learning Activities** | **Resources** | **Assessment & Evaluation** |
| **1.** | | | | |
| **2.** | | | | |
| **3.** | | | | |
| **4.** | | | | |
| **5.** | | | | |
| **6.** | | | | |
| **7.** | | | | |
| **8.** | | | | |

## APPENDIX 7: GRADUATE AUSTRALIAN STANDARDS FOR TEACHERS – EVIDENCE GUIDE
### Professional Teaching Portfolio

For teacher education students to achieve their qualification from CSU, they will need to demonstrate that they meet all Standards and Focus areas at Graduate Teacher level across the seven standards of the Australian Professional Standards for Teachers. The evidence will be combined into a Portfolio of Evidence that will be submitted at the conclusion of students' final placement of the degree. They will need to demonstrate they can apply and integrate the knowledge and skills that underpin each standard. To this end, teacher education students are required to gather appropriate evidence of their learning from their experiences and work during their placements over the duration of their course

NOTE: The development of the Portfolio of Evidence during the professional experience is compulsory for the teacher education student and it will be built on during their subsequent study in EPT441 at CSU. It should be used to inform the supervising teacher's judgment about the teacher education student's achievement of the report standards at the end of the placement.

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN** | | |
| *1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning* | • Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner <br> • Identifies achievable learning goals for students <br> • Demonstrates a developing awareness of differences in students' learning styles and needs <br> • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching | • Differentiated teaching strategies observed and recorded to support students' physical, social or intellectual development to target different areas of student learning <br> • Lesson plan demonstrating use of a variety of learning outcomes, teaching strategies and resources applicable to the needs of students in a class <br> • Plans differentiated work for students (modified and extension) |
| *1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching* | • Identifies current research into how students learn and the implications for teaching | • An annotated lesson plan which links research and/or collegial advice about how students learn |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN** | | |
| *1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds* | • Shows an awareness of the need to differentiate teaching strategies based on student diversity<br>• Is aware that schools have programs and policies relating to inclusivity<br>• Begins to incorporate global issues into lessons and unit planning<br>• Displays cultural sensitivity | • Lesson observation notes about how the supervising teacher structures lessons and content to cater for the linguistic, cultural and religious socioeconomic backgrounds of all students<br>• Sources and/or designs and uses teaching resources that are sensitive and inclusive of identified student linguistic, cultural, religious and socioeconomic backgrounds<br>• Plans for and respects the diversity of all students within the classroom<br>• religious and socioeconomic backgrounds |
| *1.4 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* | • Acknowledges and respects diversity in students of Aboriginal and Torres Strait Islander backgrounds | • Lesson plans that include teaching strategies that have been designed and implemented by the teacher education student based on the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students<br>• Lesson observation/evaluation notes and discussion about effective teaching strategies that have been modified to reflect the learning needs and histories of Aboriginal and Torres Strait Islander students. |
| *1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities* | • Is aware of the need to differentiate teaching to meet the different learning needs of all students<br>• Develops lessons that meet the different needs of all students | • Lesson/unit plans with differentiated tasks to meet the learning needs of individual students and groups of students<br>• Annotated student work samples and/or assessment tasks that show how students across the full range of abilities are able to demonstrate their learning |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN** | | |
| *1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability* | • Is aware of and discusses disability legislative requirements<br>• Discusses how the learning needs of students with different disabilities could be met<br>• Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities<br>• Complies with disability legislative requirements<br>• Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities | • Individual learning plans for students with disability are sighted, discussed and appropriate aspects have been integrated into teaching.<br>• Has written notes on advice and support sought from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT** | | |
| *2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area* | • Clearly articulates and accurately explains the content of the lesson<br>• Accurately answers content-related questions from students<br>• Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context | • Lesson/unit plans include a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking…)<br>• Lesson/unit plans use the Backward Design approach and are well aligned |
| *2.2 Organise content into an effective learning and teaching sequence* | • Plans individual lessons clearly and logically<br>• Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program | • Lesson plan that reflects curriculum requirements and is well sequenced to develop understanding of content and development of skills |
| *2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans* | • Uses the school program as a basis for designing effective lesson plans and assessment of learning<br>• Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly | • Written reflection on an analysis and evaluation of a lesson which shows a clear understanding of the links between curriculum and assessment<br>• Assessment activities with clear success criteria and rubrics which illustrate how assessment is aligned with curriculum and learning outcomes |
| *2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages* | • Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage.<br>• Demonstrating this in approaches to teaching, learning and student interactions | • Lesson observation notes about lesson content and structure where the aim of the lesson is to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT** | | |
| *2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas* | • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement<br>• Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement | • Lesson/unit plans that show the application of explicit and structured literacy and numeracy strategies informed by student data and formative assessment<br>• Carefully sequenced group literacy and/or numeracy planning with annotated evaluations and modifications in response to student learning during implementation |
| *2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students* | • Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful<br>• Can incorporate ICT resources into lessons to enhance students' learning | • Lesson/unit plans that show a variety of ICT teaching and learning activities (Web-based research, Web 2.0 tools, Blogs, Social Bookmarking, Social Networking, RSS, Word, PowerPoint, Excel) that link to syllabus outcomes and take into account available ICT resources |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING** | | |
| *3.1 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students* | • Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs<br>• Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students<br>• | • Lesson/unit plans that show a variety of ICT Lesson plan include high yet realistic and measurable goals, along with what steps are to be taken in order to achieve them, so students understand the direction and expectations of the lesson. |
| *3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies* | • Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher<br>• Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher<br>• Reflects with their supervising teacher on lesson planning and student learning<br>• Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans<br>• Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning | • Reference to the teaching and learning cycle and different models of learning in a sequence of lesson/unit plans<br>• Applies supervising teacher feedback on the implementation of content and strategies.<br>• Draws upon previous lessons to plan and implement relevant engaging and significant learning experiences in subsequent lessons. (annotated on lesson plans and/or evaluations) |
| *3.3 Include a range of teaching strategies* | • Plans and incorporates a range of teaching strategies<br>• Includes a basic range of teaching strategies | • Lesson/unit plans that show a range of appropriate teaching and learning strategies including expository (explanation, modelling and demonstration, guided reading, discussion, questioning) and inquiry (discovery, cooperative learning, experiment, research) |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING** | | |
| *3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning* | • Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning<br>• Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons<br>• Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher | • Student work samples which show that students are engaged in their learning and that a variety of resources, including ICT, have been used.<br>• Lesson/unit plans include relevant and appropriate use of ICT's as learning tools.<br>• Accesses and uses curriculum support materials effectively |
| *3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement* | • Uses effective oral and written communication skills, including the promotion of standard Australian English<br>• Implements the use of vocabulary and metalanguage to develop conceptual understanding<br>• Employs a range of questioning techniques such as open/closed questioning<br>• Begins to acknowledge and develop student responses in an inclusive manner<br>• Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage | • Written reflection on and analysis of the verbal and non-verbal communication strategies used to support student engagement in a lesson<br>• Written feedback from the supervising teacher about the teacher education student's interaction with students that show his/her effective use of verbal and non-verbal communication strategies in the classroom to support student understanding, participation, engagement and achievement, including responding positively and inclusively to all students<br>• Key questions have been recorded on lesson plans to elicit understanding |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING** | | |
| *3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning* | • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g. observational data)<br>• Develops a range of strategies to cater for the diverse range of learners within the class<br>• Accesses assessment criteria in consultation with the supervising teacher<br>• Reflects on lessons to inform future planning and to improve pedagogy<br>• Describes broad strategies that can be used to evaluate teaching to improve student learning | • Modified lesson plan based on evaluation of evidence, including feedback from student assessment data, of how the students' learning improved<br>• Reflects on lesson to inform future planning and improve pedagogy (written into lesson evaluations) |
| *3.7 Describe a broad range of strategies for involving parents/carers in the educative process* | • Communicates effectively with parents/carers in the classroom<br>• Consults with the supervising teacher in order to understand school–home connections (e.g. the school homework policy)<br>• In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance<br>• Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities<br>• Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers<br>• Describes strategies for involving parents/carers in the educative process | • Samples of two-way communication between the supervising teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters etc. |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS** | | |
| *4.1 Identify strategies to support inclusive student participation and engagement in classroom activities* | • Discusses strategies with the classroom teacher<br>• Communicates value and respect for students as individuals and learners<br>• Trials and reflects upon the success of strategies to support student engagement | • Observation notes that show how the supervising teacher creates a positive learning environment for all students |
| *4.2 Identify strategies to support inclusive student participation and engagement in classroom activities* | • Has learnt and uses students' names<br>• Records observations and discusses classroom routines<br>• Records observations and discusses techniques that teachers use to support student time spent on learning tasks<br>• Trials and reflects upon the implementation of classroom management strategies | • Written feedback from the supervising teacher about the teacher education student's ability to show effective time management, interactions and classroom movement, and provide clear directions<br>• Follows established classroom routines consistently, documented in planning |
| *4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour* | • Remains calm and fair<br>• Discusses student management techniques that are appropriate and consistently applied<br>• Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches<br>• Understands the need to establish and work within an identifiable welfare/classroom management system | • Written reflection that shows the implementation of a practical approach to managing a challenging behaviour<br>• Designs appropriate behaviour management strategies appropriate for individuals that are fair and consistent – documented in reflections. |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS** | | |
| *4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements* | • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection<br>• Trials and reflects upon practices for student well- being after discussion with the supervising teacher | • Notes that show an understanding of the school's discipline and welfare policies especially around bullying and risk management |
| *4.5 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* | • Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g. awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law)<br>• | • Notes that show an understanding of the school's policies on the safe, responsible and ethical use of ICT in learning and teaching for example, awareness of cyber bullying, harassment, appropriate use of text messaging etc. |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 5: ASSESS. PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING** | | |
| 5.1 *Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning* | • Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher<br>• Records and uses assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning) | • Notes that show an understanding of the school's discipline and welfare policies especially around bullying and risk management |
| 5.2 *Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning* | • Gives constructive and purposeful feedback to students about their learning progress<br>• Provides appropriate encouragement to students | • Examples of student work showing teacher education student's feedback about individual student achievement relative to personal learning goals |
| 5.3 *Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning* | • Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics<br>• Develops from their supervising teacher an understanding about school or system assessment and moderation policies | • Student work samples that have been annotated to reflect the common assessment criteria or rubric |
| 5.4 *Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice* | • Considers the types of evidence required to effectively evaluate student learning<br>• Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher | • Lesson/unit plans that have been annotated to show modifications to differentiate for individuals and/or groups as a result of student assessment data |
| 5.5 *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 the supervising teacher<br>• Is familiar with the school's reporting procedures and policies | • Samples of clear, accurate and respectful de-identified student formative and/or summative assessment data |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING** | | |
| *6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs* | • Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice<br>• Engages in self-reflection about aspects of professional knowledge, practice and engagement<br>• Identifies personal learning goals in relation to the standards | • Teaching goals that show clear links between professional learning needs and identified Standards, Focus Areas and/or Descriptors from the Australian Professional Standards for Teachers |
| *6.2 Understand the relevant and appropriate sources of professional learning for teachers* | • Seeks opportunity within the school for professional learning through discussions with staff<br>• Attends professional meetings | • Evidence of participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as online courses, blogs, webinars) while on placement |
| *6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices* | • Sets short-term teaching goals in discussion with their supervising teacher<br>• Receives constructive feedback in a positive and professional manner<br>• Acts promptly in applying feedback to improve teaching practices<br>• | • Documented reflection on practice in a lesson plan evaluation arising from a professional discussion with the supervising teacher |
| *6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning* | • Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources<br>• Reflects on own teaching and seeks advice on ways to develop professionally and improve performance | • Evidence of action research undertaken by teachers to address identified student learning needs with a focus on improved teacher practice |

| Standards and Focus Areas | Example practices (see NESA evidence guide) | Examples of possible evidence |
|---|---|---|
| **STANDARD 7: ENGAGE IN PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY** | | |
| *7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession* | • Behaves ethically and respects the confidentiality of student and school information<br>• Communicates effectively and interacts professionally with colleagues<br>• Reflects on personal and professional ethical practice | • Copy of the Code of Ethics included in the placement folder |
| *7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage* | • Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies<br>• Describes relevant legislative, administrative and organisational policies and processes | • Evidence of relevant legislative, administrative, organisational and professional school policies |
| *7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers* | • Employs appropriate and respectful professional communication with school staff, visitors, parents and carers<br>• Describes strategies for working effectively with parents/carers | • Notes from observations of the supervising teacher (e.g. in meetings, during assemblies and community meetings, on excursions, in parent/teacher meetings) showing that the teacher establishes/maintains respectful collaborative relationships through the use of appropriate language, tone and body |
| *7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice* | • Shows willingness to participate with school staff in a range of activities<br>• Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice | • Notes that show a record of activities that teachers undertake in a professional network |

Professional experience -  Evidence guide for supervising teachers (NESA, nd)