

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_



**Flinders  
University**

# **UNDERGRADUATE**

## **Final Year Professional Experience Handbook 2025**

### **EDUC4742**

Guidelines for Pre-Service Teachers,  
Site Coordinators, Mentor Teachers and  
University Liaisons

<https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information>



## **Acknowledgment of Country**

Flinders University proudly acknowledges the traditional custodians of the lands on which its campuses are located. These are the traditional lands of the Arrente, Dagoman, First Nations of the Southeast, First Peoples of the River Murray and Mallee region, Jawoyn, Kurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Warumungu, Wardaman and Yolngu people. We honour their Elders and Custodians – past, present and emerging.

## TABLE OF CONTENTS

CONTACT INFORMATION.....	4
PROFESSIONAL EXPERIENCE CALENDAR 2024 .....	5
FITNESS FOR PLACEMENT.....	6
PSTs WITH DISABILITIES.....	6
FULL TIME COMMITMENT AND WELLBEING .....	7
PUBLIC HOLIDAYS, PUPIL FREE DAYS AND SCHOOL CLOSURE DAYS.....	7
PLACEMENT PLANNING DAYS .....	7
PLACEMENT SUCCESS CRITERIA .....	8
TEACHING PERFORMANCE ASSESSMENT (TPA).....	8
PRE-SERVICE TEACHER RESPONSIBILITIES .....	9
WITHDRAWAL FROM PLACEMENT .....	10
UNSATISFACTORY PLACEMENT: AT RISK AND FAIL .....	11
THE ROLE OF THE MENTOR TEACHER.....	12
THE ROLE OF THE UNIVERSITY LIAISON.....	13
EXCELLENCE IN BEGINNING TEACHING AWARDS .....	14
PLACEMENT STRUCTURE: METRO STANDARD 6-WEEK BLOCK.....	15
PLACEMENT STRUCTURE: COUNTRY 8-WEEK BLOCK .....	16
PLACEMENT STRUCTURE: EXTENDED 10 WEEK BLOCK.....	17
ACADEMIC STUDY LINKS.....	18
SPECIAL AND INCLUSIVE PLACEMENT REQUIREMENTS.....	18
GUIDELINES FOR INCLUSIVITY AND STUDENT ENGAGEMENT.....	19
RESOURCES: PLANNING for TEACHING.....	20
LESSON PLANNING .....	21
FORMS AND TEMPLATES .....	21
MEDICAL EMERGENCY CONTACT FORM .....	22
PROFESSIONAL EXPERIENCE: PLANNING DAYS ATTENDANCE RECORD .....	23
PST SELF EVALUATION SHEET .....	24
LESSON FEEDBACK TEMPLATE .....	25
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	26
TEACHING PERFORMANCE ASSESSMENT HANDBOOK.....	35

## CONTACT INFORMATION

### WIL Support (Placement) Officers

#### PRIMARY:

**Kerry Braun**

Phone: 8201 3253

Email: [education.placements@flinders.edu.au](mailto:education.placements@flinders.edu.au)

Location: Room 4.69 Level 4, Education Building

#### MIDDLE & SECONDARY:

**Kim Lauwrens**

Phone: 8722 5534

Email: [education.placements@flinders.edu.au](mailto:education.placements@flinders.edu.au)

Location: Room 4.69 Level 4, Education Building

**Teacher Payments**Email: [cepsw.placements@flinders.edu.au](mailto:cepsw.placements@flinders.edu.au)

#### Placement Issues

Please contact your WIL Support Officers regarding Inplace, compliance issues, or the online final report system.

### Academic Coordinator:

**Jackie Thomson**

Phone: 82013348

Email: [Jackie.thomson@flinders.edu.au](mailto:Jackie.thomson@flinders.edu.au)

Location: Office 5.66 Education Building

#### Academic or Pre-Service Teacher Issues

Please contact your Academic Co-Ordinator regarding absenteeism, potential withdrawal from placement, personal or performance concerns or issues. Each pre-service teacher (PST) will be assigned a University Liaison who will support their placement and observe their teaching during the placement block.

### Information for sites and University Liaisons:

The professional experience website has information, resources and templates for pre-service teachers, school coordinators and mentor teachers.

<https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information>

## PROFESSIONAL EXPERIENCE CALENDAR 2024

Monday Week Start	Uni Week	School Term/Week		Final Placement Activities		
6-Jan	Break					
13-Jan	Break					
20-Jan	Break			<b>Pattern 1: 10 Planning Days may commence from Week 0 in schools. This will depend on the school's preference.</b>  <b>Final year students may continue to complete a minimum of 10 planning days until the end of school Term 1</b>		
27-Jan	Break	Term 1	Term 1 Week 1			
3-Feb	Break		2			
10-Feb	Break		3			
17-Feb	Break		4			
24-Feb	O-Week		5			
3-March	S1 Week 1		6			
10-Mar	Week 2		7			
17-Mar	Week 3		8			
24-Mar	Week 4		9			
31-Mar	Week 5		10			
7-Apr	Week 6		11			
14-Apr	Break		Holidays			
21-April	Break		Holidays			
28-April	Week 7	Term 2	Term 2 Week 1	<b>Pattern 1: Metro 6-week block starts (if planning days completed in term 1)</b>	<b>Pattern 2: Metro/Country 8-week block starts (if planning days not completed in term 1)</b>	<b>Pattern 3: Extended 10-week block start for selected schools.</b>
5 May	Week 8		2	<b>End of week 2 Interim review</b>		
12-May	Week 9		3			
19-May	Week 10		4		<b>End of week 4 Interim review</b>	<b>End of week 4 Interim review</b>
26 May	Week 11		5			
2-June	Week 12		6	<b>Final Day 6 June</b>		
9-Jun	Week 13		7			
16-Jun	Week 14		8	<b>Final Report due 20 June</b>	<b>Final Day 20 June</b>	
23-Jun	Exams		9			
30-June	Exams		10		<b>Final Report due 4 July</b>	<b>Final Day 4 July</b>
7-Jul	Break		Holidays			
14-Jul	Break		Holidays		<b>Final Report due 18 July</b>	
21-Jul	Supp Exams	Term 3	1	<b>University Semester 2 begins</b>		
28-July	S2 Week 1		2			
4-Aug	Week 2		3			

## FITNESS FOR PLACEMENT

The current legal requirements for working with children and young people can be found at: <https://students.flinders.edu.au/my-course/placements/compliance/education#handbooks>

Pre-service teachers need to demonstrate fitness to undertake placement. These requirements may include health, other checks or a self-declaration as to the fitness of an individual to undertake a placement. Any such checks or declarations must be accepted by the University as reasonable and must be:

- applicable to all university pre-service teachers involved in such placements
- related to the requirements of the duties or functions to be carried out in the placement
- consistent with University policy and Commonwealth and State Government Legislation relating to equal opportunity and discrimination.

**A pre-service teacher who cannot demonstrate fitness for placement or who refuses to undertake a required check or make a self-declaration may be refused placement.**

## PSTs WITH DISABILITIES

A PST who has a recognised disability under the DDA (1992) may attend placement with the provision of reasonable adjustments (Disability Standards for Education, 2005). These adjustments enable the PST to access, participate and learn on the same basis as a PST without disabilities.

Where there is a pre-existing medical or other condition and the ability to practice may be impaired, the pre-service teacher can discuss this with a Flinders' Disability Liaison Officer in the first instance. If accommodations are needed for placement the pre-service teacher will provide an Access Plan and discuss the circumstances with the Academic Coordinator so, that if possible, reasonable accommodations can be considered, negotiated with a placement school and applied. Once on placement the pre-service teacher does not need to present the school with or discuss the Access Plan.

### **Flinders University Health and Counselling Services**

Confidential and professional health, counselling and disability services are available to all currently enrolled Flinders University students, including those studying online. Priority will be given to students if they indicate that they are on placement.

Telephone: 8201 2118

After hours: 1300 512 409 / 0488 884 103

More information & bookings can be found at: <https://students.flinders.edu.au/support/hcd>

## FULL TIME COMMITMENT AND WELLBEING

PSTs are expected to make a full-time commitment to their placement. It is not permissible to negotiate a late arrival, a day off or an early departure. Flinders and AITSL/TRB-SA requirements mean that PSTs are expected to be at the school every day, ready to teach and ready to learn. PSTs have been advised to put strong personal support structures in place to maintain their wellbeing to cope with the demands of this teaching block. For any concerns, please contact the Academic Coordinator and/or Flinders Health Counselling Services.

## PUBLIC HOLIDAYS, PUPIL FREE DAYS AND SCHOOL CLOSURE DAYS

Pre-service teachers must complete a minimum number of 40 placement days to meet Initial Teacher Education (ITE) accreditation requirements. Any public holiday or school closure day will need to be made up by the pre-service teacher. If professional development opportunities are offered on pupil free days, pre-service teachers should attend; these days do not need to be made up. Extended placement and intern undergraduates MUST ensure they meet the full 60 days of teaching to meet the requirements of being credited another topic. Extracurricular involvement is encouraged, but this time is not credited towards the placement days.

## PLACEMENT PLANNING DAYS

The 10 Planning days are not structured as a teaching load. They provide an opportunity for PSTs to:

- undertake induction,
- observe and investigate the context for teaching and learning (TPA 2)
- discuss and organise teaching loads with mentor teachers,
- negotiate and prepare for what they are expected to teach, gather information and resources,
- become familiar with school policies and procedures,
- build professional relationships with mentor teachers, students, the school community,
- undertake TPA activities 1 & 2,
- discuss goals and what they can contribute to the school whilst on placement.
- demonstrate an open-minded attitude and willingness to learn and improve,
- complete the Planning Days Attendance Record form.

## PLACEMENT SUCCESS CRITERIA

During the placement it is expected that (PSTs) will be able to:

- articulate how their teaching methodologies impact student learning and wellbeing,
- use the curriculum to plan appropriate and differentiated learning experiences for all students, and to cater for learner diversity,
- identify and use data and evidence-based approaches to improve student learning,
- effectively use a range of assessment methods to determine student learning progress and achievement,
- record student learning to inform planning and decision making,
- critically discuss roles and responsibilities of educators within a school community
- create a positive and inclusive learning environment for students,
- develop professional relationships with staff, students, and parents/caregivers,
- evaluate how their teaching programs have responded to student learning and mentor teacher feedback over time,
- critically reflect on, gather evidence, and make judgments on their effectiveness as a teacher against the **Graduate** level of the Australian Professional Standards for Teachers
- behave in a manner that displays knowledge and understanding in accordance with the professional and ethical requirements of a teacher in Australian school,
- demonstrate originality, creativity, and professional collaboration in their teaching as well as growth and development over time.

## TEACHING PERFORMANCE ASSESSMENT (TPA)

All final year PSTs are required to complete five Teacher Performance Assessment (TPA) activities during their final placement. These activities are the core business of teaching and learning and require PSTs to critically reflect on and analyse their teaching practice and to gather quality evidence. Quality evidence could include:

- unit and lesson plans
- student case studies
- student learning tasks and work samples assessment tasks (summative, formative etc)
- rubrics
- teaching observations
- self, student, mentor teacher, university liaison and site coordinator feedback
- ICTs and other resources
- policy documents
- examples of communication with parents and families
- photos and video clips of teaching etc.

Annotated artefacts need to show student learning, teaching impact, and the PST's ability to reflect on and respond to feedback. **PSTs must respect school and student privacy by de-identifying all information.**

**Please refer to the [TPA Handbook](#) at the end of this document for more detailed information and instruction.**



## PRE-SERVICE TEACHER RESPONSIBILITIES

Flinders University values integrity, courage, innovation, and excellence. As a representative of Flinders University, PSTs must always behave in a professional and courteous manner. Therefore, PSTs are expected to:

- provide the Site Coordinator with their PST Introductory Form before their placement,
- use their Flinders email and include an email signature on all correspondence,
- show the school a copy of their WWC and RRHAN -EC on their first visit. COVID vaccination proof may also be required. PSTs that cannot produce this certification upon arrival **will not be able to commence placement.**
- always wear their Flinders University name badge when in their placement school,
- be at school from **8am-4pm as a minimum, each day** (unless directed otherwise by the school)
- be punctual and remain at the school for yard duties and before and after school staff meetings,
- dress professionally in neat, clean and appropriate clothing and footwear
- ensure that the school has their contact details, including email address, mobile phone number and medical emergency contact information (FORM 1).
- advise the WIL support team if their University Liaison has not made contact by the middle of week one of the placement block,
- respond, in a timely manner, to contact from their University Liaison
- negotiate responsibilities with their mentor teacher in accordance with school and university expectations,
- notify the school between 7.30-8.00 am if they are ill. **Please Note:** PSTs will need to negotiate with the school coordinator, to make up any days missed. If illness exceeds 5 days this may result in a withdrawal from placement. Medical certificates for absences need to be emailed to the Academic Coordinator (cc in WIL team).
- provide mentor teacher/s with copies of their unit and lesson plans (for every lesson) **well ahead of teaching** to ensure adequate time for feedback,
- provide their University Liaison with a detailed lesson plan for every lesson observed (at least 2-3 days prior),
- listen openly, reflect and act on mentor teacher, liaison, and site coordinator feedback,
- undertake the interim review process with their mentor teacher (end of week 2 of the block) and provide copies of these forms to their University Liaison,
- only use mobile phones during break times. Take any necessary calls during breaks and move to a private area. Discuss with mentor teacher if they may be required to answer their phone in class, due to an emergency,
- **read and discuss with their mentor teacher/s this handbook and download a copy for them,**
- **ensure all TPA activities are completed during the placement,**
- thank and show appreciation to all school staff for their support during their placement.

## WITHDRAWAL FROM PLACEMENT

Please note, withdrawing **before** or **during** placement has consequences. If a PST intends to remain in the course, their degree will most probably be extended by 6-12 months. In addition, the PST may need to complete an application form requesting another placement. In this application, the PST will need to indicate why they withdrew and what actions they will take to ensure the next attempt will be successful. This application will be reviewed by the Academic Coordinator, who will determine if, and under what conditions, this person may undertake another placement in the future. If successful, the individual may need to provide medical and/or psychological documentation outlining fitness to undertake another placement. If the PST determines that they wish to withdraw from the course, they can seek course counselling to explore available course options by contacting [askflinders@flinders.edu.au](mailto:askflinders@flinders.edu.au).

### Voluntary Withdrawal from Placement

Pre-Service Teachers who withdraw from placement for personal reasons need to:

- firstly, discuss their circumstances with the site coordinator and mentor teacher,
- seek further advice on the implications of this decision from their University Liaison and University Academic Coordinator,
- confirm withdrawal from placement and reasons in writing to all parties - cc' mentor teacher, site coordinator, University Liaison, University Academic Coordinator and Education Placements team.
- return any student work, marking or borrowed materials such as keys, textbooks etc. to the school,
- formally withdraw from the placement topic through the Flinders University Student Enrolment system; doing this **before** census date will ensure a Withdraw (W) grade rather than a Fail (F)
- contact Askflinders [askflinders@flinders.edu.au](mailto:askflinders@flinders.edu.au) for a new study plan.

### Imposed Withdrawal from Placement (Site or University Imposed)

The Academic Coordinator or placement site may withdraw a PST from placement at any time for the following reasons:

1. The PST is consistently unable to achieve the duties of a teacher satisfactorily, without an inappropriate or an unattainable degree of supervision from mentor teachers or others with respect to **teaching performance**. Despite adequate guidance and timely, feedback, in the professional judgement of school staff and the university liaison, the PST is not demonstrating a sufficient level of growth and independence towards achieving the placement success criteria and the Graduate Standard.
2. The PST **breaches the legal, ethical, moral, or professional codes of conduct** of the school providing the placement and/or the industry concerned such as the Department for Education.
3. The PST demonstrates gross negligence or misconduct in the performance of an assigned duty.
4. The school is unable to maintain an appropriate placement experience for the PST.

Where the site, or Academic Coordinator withdraws a PST for reasons listed 1- 3 above, a fail grade will be recorded against the topic irrespective of when this occurs e.g. before or after census date. Where placement is terminated because of point 4 above, the PST will be assisted to find an alternative placement as soon as practicable and will receive an Interim (I) grade against the topic.

## UNSATISFACTORY PLACEMENT: AT RISK AND FAIL

1. At any time during placement, a PST may be issued with an **at-risk** notification. This will occur when, in the professional judgement of site staff and/or the university liaison, the PST is at risk of not achieving the required success criteria and Graduate Standard. This notification is not a failure but indicates to the PST that significant improvement is needed in teaching and/or professionalism to pass the placement. If, at the end of the Professional Experience, the PST performance is still deemed **Unsatisfactory**, or if the professional experience is terminated early by the school, a grade of **Fail (F)** will be given by the Academic Coordinator.
2. If a PST commits a serious breach of conduct, they may not receive an at-risk notification. In this situation, their placement may be withdrawn by the school/Academic Coordinator and the PST asked to leave the school. This will result in a failure grade for the placement.

In circumstances **one** or **two** above, the PST's attention is drawn to the following procedure:

- PSTs will be contacted to meet with the Academic Coordinator and Course Coordinator to discuss the placement and may be advised of the process to apply to repeat the topic or the requirement to withdraw from the course:
- If identified as able to repeat a failed placement, the PST may be asked to apply in writing for permission to repeat a placement indicating a clear plan for improvement. This application will be sent to the Academic Coordinator.
- The application will be assessed against the PST's academic record, reasons for the request and the ability to plan for improvement based on the APSTs and Flinders Graduate qualities.
- If approved, the Academic Coordinator will write to the PST granting permission to repeat placement and stating the conditions under which the topic can be repeated in the following year.
- The Education Placement (WIL) team and Academic Coordinator are advised of this decision.
- The PST will need to contact 'Ask Flinders' [askflinders@flinders.edu.au](mailto:askflinders@flinders.edu.au) to request a new study plan.

## THE ROLE OF THE MENTOR TEACHER

Thank you for mentoring a Flinders' pre-service teacher. The information below outlines some key responsibilities.

### The planning days

PSTs will spend 10 planning days in their placement school prior to the teaching block and at this time, they will not have a University Liaison assigned to them. **This is not structured as a teaching load.** Expectations around the planning days are flexible and should be guided by your needs and the needs of the PSTs. However, during these days, it would be appreciated if you could:

- Make clear your expectations about the preparation of units and lesson plans; discuss the subjects/topics the PST will be teaching and your preferred way of planning.
- Introduce the PST to staff and show them around the school. Ensure they know where to locate relevant school resources, policies and be available to answer any initial questions.
- Introduce them to the students they will be teaching during placement.
- Discuss and review the PST's proposed planning of lessons and unit/s of work. Identify and communicate with them regarding any special circumstances or issues of concern.
- Encourage the PST to observe and discuss how you plan, teach and manage student issues (learning, well-being and behaviour). Invite them to ask questions about your practice, classroom management strategies and educational philosophy.

### Final Year Placement Teaching Block

At the commencement of the teaching block, PSTs should have completed Teacher Performance Assessment (TPA) activities 1 and 2. Additionally, it would be of great assistance to their development if you could:

- Give guidance and verbal/written feedback on all aspects of teaching performance.
- Contact the University Liaison or University Academic Coordinator at any time if you have any concerns about the learning, teaching and/or behaviour of a PST.
- Give specific verbal and written feedback as required on PST planning, delivery of lessons, classroom management and ability to build professional relationships.
- Undertake the **Interim Review around week 2 of the placement block**,
- Provide feedback on **TPA activities 3, 4, and 5** and complete relevant sections of the **Final Online Report** within two weeks of the placement ending.
- Consider nominating the PST for the Medal for Excellence if they have been graded at 'Exceeded' in their final report.

### Reports

Please note that final year **PSTs need to reach the Graduate Standard for every APST Standard to pass the placement** and they should be made aware of their final grade before they leave the school. The online report is sent as an email link to site coordinators, who pass onto mentor teachers, before the University Liaison and pre-service teacher complete their section. Once all parties have completed their sections, online reports are processed by the University, then PSTs will be able to download their report from Inplace. PSTs may have an Interim (I) grade until reports are received by the University. If there are any concerns about the report link not being sent to the school, please contact [education.placements@flinders.edu.au](mailto:education.placements@flinders.edu.au). The report is usually sent to the school about 10 days before the placement ends.

## THE ROLE OF THE UNIVERSITY LIAISON

A University Liaison is allocated to each PST for the teaching block. The University Liaison is expected to:

- clarify university expectations for school coordinator/mentor teachers as necessary,
- facilitate communication between all parties involved in the placement,
- work with PSTs to identify and discuss professional issues,
- observe PSTs teaching twice, (3 times for extended placements) and provide written feedback on aspects of planning, teaching, and assessment,
- discuss the progress of PSTs with school staff as necessary,
- support the PSTs in reflecting upon and analysing placement success criteria,
- be informed of the interim review process outcome,
- liaise with the University Academic Coordinator if issues of concern arise,
- support an 'at risk' if there are issues of concern, and offer strategies to the PST for improvement plus forward documentation to the Academic Coordinator,
- possibly undertake additional visits (by negotiation with the Academic Coordinator) for PSTs identified as 'at risk of fail', if required,
- explain the online reporting process to school staff if needed,
- negotiate with the mentor teacher and school coordinator regarding completion of the online report and final grade,
- **ensure relevant sections of the final reports are completed and submitted to the university by the deadline.**

*Please note that in some country and interstate locations University Liaisons will not be able to visit the school and will provide distance support.*

### **Before the first visit, the University Liaison will:**

- contact the PST/s site coordinator and mentor teacher to negotiate suitable times to visit the school, meet and observe the first teaching lesson.

### **During Visit 1 the University Liaison will:**

- sight the PST's 'Record of School Visits' (FORM 2) to confirm completion of the 10 planning days,
- observe the PST teaching a lesson, provide constructive written feedback and advice (FORM 4),
- meet with the mentor teacher(s) and site coordinator to discuss the PST's progress & the Interim Review and if there are concerns discuss the At-Risk process.

### **During Visit 2 the University Liaison will:**

- observe the PST teaching a lesson and provide constructive written feedback on teaching performance, and areas of growth (FORM 4),
- meet with the mentor teacher and school coordinator to discuss any issues or concerns,
- discuss with the mentor teacher and school coordinator about the final report, TPA and proposed grade,
- contribute comments to the final report.

## EXCELLENCE IN BEGINNING TEACHING AWARDS

It is with pleasure that we draw your attention to the **Excellence in Beginning Teaching Awards**. This award is presented to a Bachelor of Education/Master of Teaching, graduating pre-service teacher who demonstrates exemplary performance in their final year professional experience.

### The criteria for nomination of this award include:

- demonstration of exemplary professional conduct and qualities, including collaborative working relationships and extra-curricular commitment,
- deep knowledge of relevant curriculum areas,
- competence in curriculum planning, based on knowledge of student learning, and on principles of inclusivity and social justice,
- the identification and implementation of differentiated teaching strategies while sustaining a quality learning programme for an extended period,
- high level competence in the assessment, recording and reporting of student learning,
- the ability to maintain a positive climate for learning, to develop professional relationships and to apply effective classroom management strategies,
- strong reflective practice and the ability to analyse teaching effectiveness, in order to improve their professional competence.

### Nomination Process

Pre-Service Teachers can be nominated for the award by any **two** of the following:

- A mentor teacher
- The principal or site coordinator
- The University Liaison

Nominations can be made for early childhood, primary, secondary, and inclusive education. Nomination forms are available on the professional experience webpage. If a PST receives an 'Exceeded' grade, on their final report, school staff and University Liaisons may consider submitting a nomination.

Flinders University (Education) will shortlist applicants based on the information provided in the nomination form, school placement reports, the Teaching Performance Assessment (TPA) together with their academic achievement and demonstrated exemplary professional values and behaviour across their course.

Nomination forms can be located on the Professional Experience webpage:

<https://staff.flinders.edu.au/colleges-and-services/epsw/education-placement-liaisons-information>

Nominees will be notified in September. An Awards ceremony will be held in November, where winners will be announced.

## PLACEMENT STRUCTURE: METRO STANDARD 6-WEEK BLOCK

### WEEK 0 (TERM 1)

If the placement is organised early enough, PSTs may attend induction, orientation and professional development as specified by the school from the beginning of the school year to experience setting up and preparing for a new class. **This forms part of the minimum 10 planning days** in preparation for the placement block. Planning days are:

- **not structured as a teaching load,**
- negotiated full day visits for the PST to get to know their mentor teacher/s, students, the school context, and policies,
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach in Term 2, to gather information, resources, and to plan and complete **TPA activities 1 & 2.**
- During the 6-week block of teaching in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they do this will depend on the context and individual readiness. However, all PSTs are expected to be organised to **teach at least two lessons each day, from the first day of Term 2.** Overall PSTs should be teaching approximately 900+ minutes a week or up to an 80% teaching load. A suggested progression of responsibilities is as follows:

### WEEKS 1 and 2 (TERM 2) PLACEMENT BLOCK

- assume responsibility for some class routines from day one,
- send completed unit plans to mentor teachers at least one week in advance of teaching to receive feedback and to adjust as required,
- continue to observe, discuss, reflect, and plan with mentor teacher/s,
- teach at least 2 lessons each day (about 50 – 100 minutes each day),
- provide the mentor teacher with lesson plans at least 2-3 days before teaching the lesson to receive advice and adjust, if necessary,
- reflect on teaching performance with the mentor teacher/s,
- **PST and mentor teacher undertake the Interim Review process around the end of week 2,**
- discuss and begin to undertake **TPA activities 3-5.**

### WEEKS 3 to 6 PLACEMENT BLOCK

- provide a copy of the Interim Review and discuss learning goals with the University Liaison,
- plan for and teach at least 4 lessons each day, leading up to 80-100% of a full teaching load in the last two weeks,
- continue to observe, discuss, reflect and plan with mentor teacher/s,
- ensure unit plans conclude either at the end of week 5 or early week 6 to ensure all student work is marked and returned by the end of placement,
- undertake and complete **TPA activities 3-5** and provide evidence to mentor teacher/s.

### DURING THE BLOCK

- be observed teaching, two lessons, by the University Liaison,
- if possible, be observed teaching by the site coordinator.

**Final Report: After placement the PST will add their comments to the relevant section of online report. This occurs after the site coordinator, mentor teacher and University Liaison have submitted their assessment. For any questions regarding whether the report has been sent to the school or where it might be up to please email [education.placements@flinders.edu.au](mailto:education.placements@flinders.edu.au).**

## PLACEMENT STRUCTURE: COUNTRY 8-WEEK BLOCK

*10 planning days in Term 2 Weeks 1-2 followed by 6-week continuous teaching block in Weeks 3- 8*

During the eight-week block of teaching in Term 2, PSTs are expected to progressively assume the role and responsibilities of a teacher. How quickly they can do this will depend on the context and individual readiness. That said, all PSTs are expected to be organised and ready to **teach at least two lessons each day, from the first day of week 3 of term 2** and by the beginning of Week 5 PSTs should be teaching approximately 4-5 classes. A suggested progression of responsibilities is as follows:

### WEEKS 1 and 2

The 10 planning days in preparation for the placement block are:

- **not structured as a teaching load,**
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach, to gather information, resources, and to plan and complete **TPA activities 1 & 2.**

### WEEKS 3 and 4

- assume responsibility for some class routines,
- send completed unit plans to mentor teachers well in advance of teaching to receive feedback and to adjust as required,
- continue to observe, discuss, reflect and plan with mentor teacher/s,
- teach **at least 2** lessons each day (about 50 – 100 minutes each day),
- provide the mentor teacher with lesson plans at least 2-3 days before teaching the lesson to receive feedback and adjust, if necessary,
- reflect on teaching performance with the mentor teacher/s,
- **PST and mentor teacher undertake the Interim Review process around the end of Week 4,**
- discuss and begin to undertake **TPA activities 3-5.**

### WEEKS 5 to 8

- provide a copy of the Interim Review to the University Liaison and discuss learning goals,
- continue responsibility for home group/class routines,
- plan for and teach **at least 4** lessons each day, leading up to 80-100% of a full teaching load in the last two weeks,
- continue to observe, discuss, reflect and plan with mentor teacher/s,
- ensure unit plans conclude either at the end of week 7 or early week 8 to ensure all student work is assessed and returned by the end of placement,
- undertake and complete **TPA activities 3-5** and provide evidence to mentor teacher/s.

### DURING THE BLOCK

- be observed teaching, two lessons, by the University Liaison,
- if possible be observed teaching by the site coordinator.

**Final Report: After placement the PST will add their comments to the relevant section of online report. This occurs after the site coordinator, mentor teacher and University Liaison have submitted their assessment. For any questions regarding whether the report has been sent to the school or where it might be up to please email [education.placements@flinders.edu.au](mailto:education.placements@flinders.edu.au).**



## PLACEMENT STRUCTURE: EXTENDED 10 WEEK BLOCK

### WEEK 0 (TERM 1)

Pre-service teachers will attend induction, orientation and professional development as specified by the school at the beginning of the school year to experience preparing for a new class/es.

The minimum 10 planning days in preparation for the placement block are:

- **not structured as a teaching load,**
- for the PST to become familiar with the learning environment, to discuss what they will be expected to teach in term 2, to gather information, resources, and to plan and complete **TPA activities 1 & 2,**
- During the 10-week teaching block, PSTs are expected to progressively assume the responsibilities of a teacher. How quickly they can do this may depend on the context. That said, all PSTS are expected to be ready to teach **at least two lessons each day, from the first day of term 2.** A suggested progression of responsibilities is as follows:

### WEEKS 1 and 2

- assume responsibility for some routines from Day 1,
- send completed unit plans to mentor teachers at least one week in advance of teaching for feedback and to adjust as required,
- continue to observe, discuss, reflect and plan with mentor teacher/s,
- teach **at least 2 lessons each day** (about 50 – 100 minutes each day),
- provide the mentor teacher with lesson plans well in advance before teaching a lesson for feedback,
- discuss and begin **TPA activities 3-5.**

### WEEKS 3 to 6

- **PST and mentor teacher undertake the Interim Review process around the end of Week 4,**
- provide a copy of the Interim Review **forms** to the University Liaison,
- plan for and teach **at least 4 lessons each day,**
- continue to observe, discuss, reflect and plan with the mentor teacher/s,
- undertake **TPA activities 3-5.**

### WEEKS 7 to 10

- plan for and teach at least 4 lessons each day, leading up to 80-100% of a full teaching load, ensuring assessment of and feedback on student learning and achievement,
- continue to observe, discuss, reflect and plan with mentor teacher/s,
- ensure unit plans conclude either at the end of week 9 or early week 10 to ensure all student work is assessed and returned by the end of placement.
- complete **TPA activities 3-5** and provide to mentor teacher.

### DURING THE BLOCK

- be observed teaching, three lessons, by the University Liaison,
- if possible be observed teaching by the Site Coordinator.

**Final Report: After placement the PST will add their comments to the relevant section of online report. This occurs after the site coordinator, mentor teacher and University Liaison have submitted their assessment. For any questions regarding whether the report has been sent to the school or where it might be up to please email [education.placements@flinders.edu.au](mailto:education.placements@flinders.edu.au).**

## ACADEMIC STUDY LINKS

During school Term 1, Pre-Service Teachers may be completing academic studies in Differentiation and Curriculum Studies in English 2 and The Social Sciences: History and Geography. Special Education students may have different topics. It is expected that these topics will help prepare pre-service teachers to undertake the curriculum planning and assessment needed for the Teaching Performance Assessment and final placement. If unsure of your study plan and eligibility for a final year placement, please check with the course advisors through an ask flinders request [askflinders@flinders.edu.au](mailto:askflinders@flinders.edu.au).

**If undertaking the Specialist Languages teaching degree, primary pre-service teachers will complete a minimum of 10 specialist language teaching days with the rest of the placement in a general classroom.**

## SPECIAL AND INCLUSIVE PLACEMENT REQUIREMENTS

A PST undertaking an education degree in inclusive education will typically undertake one of the following types of placements:

### **Special School placement.**

PSTs will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs. PSTs can provide targeted and personalised instruction to small groups and individuals as required by the site, under the guidance of the special education teacher or learning support coordinator.

### **Special Class or Disability Unit placement**

PSTs will be assigned to a class and undertake the same duties as the mentor teacher or as instructed by the coordinator of programs.

### **Complex Mainstream Education placement**

PSTs will be assigned to classes where there are a significant number of children/students with disabilities who require educational adjustments to access and participate in their education on the same basis as students without disabilities. In these classroom, pre-service teachers undertake the same duties as the mentor teacher or as instructed by the coordinator of programs. A special education mainstream placement involves teaching in classes where more than 25% of students are provided with 'reasonable adjustments' at QDTP or higher.

### Possible Additional Experiences: Special Education

NCCD – STEP 4 School support	Individual/small group support	Positive behaviour support
Participating in wellbeing programs	Curriculum adjustment for students with ID, ASD, LD, ADHD, physical, sensory..	Creating resources e.g. Task analysis
Implementing explicit teaching	Programming for SWD/transition	DSE (2005) collaboration
Ecological inventories	IEP/One Plan/ILP construction and implementation	Personalise learning and support programs
Supporting students with learning disabilities e.g. dyslexia, dysgraphia, dyscalculia	Under guidance, implementing recommendations in a speech and language programs	
Supporting school-wide inclusive practices	Supporting social inclusion strategies across the curriculum	Supporting social skills and strategies
Developing and supporting appropriate educational adjustments	Implementing programs under the direction of a special education teacher	

## GUIDELINES FOR INCLUSIVITY AND STUDENT ENGAGEMENT

Gathering knowledge about the diversity of your students during the planning days will support you to develop lessons that foster inclusion and engage students. Use this table as a guideline to record your observations about student diversity.

Types of students	Diversity	Learner diversity in my class	Possible adjustments
<ul style="list-style-type: none"> <li>• ATSI</li> <li>• Economic disadvantage</li> <li>• Learning difficulties- literacy /numeracy</li> <li>• Disengaged</li> <li>• Severe mental health/trauma.</li> <li>• <i>Other?</i></li> </ul>	<ul style="list-style-type: none"> <li>• NESB</li> <li>• Rural or remote</li> <li>• Disability</li> <li>• Learning disability</li> <li>• Neurobehavioral (e.g. ADD, ADHD)</li> <li>• Gender</li> <li>• Gifted &amp; Talented</li> <li>• Socio-economic</li> </ul>	1.	1.

### Reflective Questions for Lesson Planning (example)

Once you have completed a lesson plan, consider the following questions:

- Is the content and flow of my lesson organised into a logical sequence?
- Have I selected and used appropriate examples and resources so that all students can access and engage in the planned tasks reasonably independently?
- Have I planned effectively for students who already have deep knowledge about this subject matter?
- Do my resources consider the needs of students whose literacy/numeracy abilities are not yet at year level?
- Is this lesson plan inclusive of students' interest and learning preferences?
- Have I selected appropriate ICT resources so that all students can engage successively?
- Have I planned for the safe, responsible and ethical use of ICT ?

## RESOURCES: PLANNING for TEACHING

Planning for learning and teaching encompasses the following components:

- Curriculum content and knowledge
- Classroom management
- Resources and materials
- Interpersonal and intrapersonal skills
- Knowledge of human development
- Planning skills
- Teaching and learning strategies.

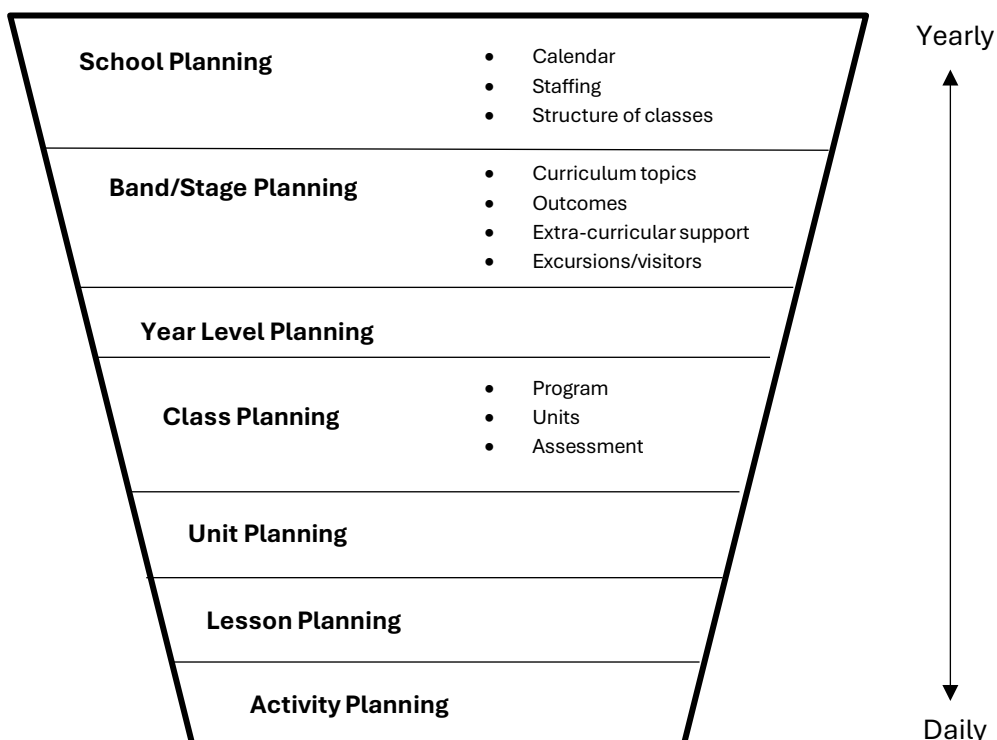
The Pre-Service Teacher should be involved in sequential planning at two different levels: unit planning and lesson planning.

### Unit Planning

The unit plan considers all the components of learning and teaching that will occur within a particular content or learning area over a longer period of time – usually weeks or possibly for a term. It takes account of the abilities and year levels and is planned by a team of teachers who share their knowledge and experience and who may all be sometimes teaching different classes at that year level. The pre-service teacher can participate in planning during Term 1 for their teaching in Term 2, informed and guided by their mentor teacher(s).

### Lesson planning

A lesson plan is an outline of intended teaching with resources and sequential and differentiated learning experiences. These different levels of planning cannot happen in isolation and the pre- service teacher is expected to demonstrate the ability to plan at both of these levels for their teaching practice. They can be understood as the three lower levels of planning on the following diagram: (Ref: Whitton et al (2010). *Learning for teaching, teaching for learning*. Cengage Learning, Australia, p131)



## LESSON PLANNING

There are many ways of developing and writing lesson plans. Mentor teachers and university topics may provide examples. As the pre-service teacher develops expertise, they may not need to write up every lesson in as much detail. However, this development should be guided by mentor teachers and University Liaisons.

The **lesson intentions** are clear statements of what students should be able to know, do and understand at the end of the lesson based on the curriculum.

The **lesson content** is what students will be taught to achieve the desired outcomes.

The **lesson introduction** encompasses gaining learner attention, arousing motivation, explaining the purpose of the lesson, and assessing prior and pre-requisite knowledge.

The **teaching-learning phase** is often written up with a guiding timeline and includes specific teaching activities such as explicit teaching or demonstration and guided exploration by the students as they practice undertaking learning activities either in groups or as individuals. It includes resources, timings and formative assessment to determine whether lesson intentions have been met.

Adapted from Killen, R. (2013). *Effective Teaching Strategies. Lessons from Research and Practice*. 6th ed. Cengage Learning, Australia, p105

### **Australian Curriculum Sample Lesson Plans**

<https://www.australiancurriculumlessons.com.au/>

## FORMS AND TEMPLATES

The documents on the following pages are provided for use by pre-service teachers, mentor teachers and University Liaisons during placement. These documents should be downloaded or copied then completed. They are not required to be completed within this handbook.

**MEDICAL EMERGENCY CONTACT FORM**

**This information is confidential. Site coordinators are asked to shred this form at the conclusion of the placement.**

PSTs please give this form to your site coordinator and discuss your individual circumstances. In the case of an emergency, the school will follow the advice provided by you.

Pre-Service Teacher's Name: \_\_\_\_\_

Contact Person(s) Name: \_\_\_\_\_

Contact Phone Number(s): \_\_\_\_\_

Relationship to Pre-Service Teacher \_\_\_\_\_

In case of emergency, I \_\_\_\_\_ (pre-service teacher) give the school permission to seek medical assistance or call an ambulance, as deemed necessary.

Signature: \_\_\_\_\_

Medicare Number: \_\_\_\_\_

Ambulance Subscription: \_\_\_\_\_

Allergies: \_\_\_\_\_

Important Medical Information: \_\_\_\_\_

(E.g. Asthmatic, Diabetic etc.)

Are you presently on Medication? YES/NO

If yes, please list with dosage: \_\_\_\_\_

Blood Group: \_\_\_\_\_

### PROFESSIONAL EXPERIENCE: PLANNING DAYS ATTENDANCE RECORD

PST Name		Student ID	
Site			
Mentor Teacher/s		Year Level/s	
School Coordinator			

Visit	Date of Attendance	Hours Attended e.g. 8am – 4pm	Signature of School Staff Member
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

The 10 planning days must be completed before the commencement of the placement block. It is the responsibility of the pre-service teacher to ensure that this record is completed after each school visit.

At the completion of the 10 days, forward this record to your university liaison or show them at the first visit. Please keep a copy of this document as evidence of completing 10 planning days.

Mentor Teacher/

School Coordinator Signature

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Date:

---

Pre-Service Teacher Signature

---

Date:

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**PST SELF EVALUATION SHEET**

Lesson Taught:

Date:

<b>1. Lesson Outcomes</b>	<b>Met / Not Met</b> What evidence do I have of this?								
<b>2. Effectiveness of teaching strategies used</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>Teaching Strategy Effective</b></td> <td style="text-align: right;"><b>Was this Effective?</b></td> </tr> <tr> <td>1.</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>2.</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>3.</td> <td style="text-align: right;">Yes / No</td> </tr> </table> <p>General Comments: What will I try or repeat next time?</p>	<b>Teaching Strategy Effective</b>	<b>Was this Effective?</b>	1.	Yes / No	2.	Yes / No	3.	Yes / No
<b>Teaching Strategy Effective</b>	<b>Was this Effective?</b>								
1.	Yes / No								
2.	Yes / No								
3.	Yes / No								
<b>3. Effectiveness of classroom management strategies on student behaviour and emotional wellbeing</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><b>Strategy</b></td> <td style="text-align: right;"><b>Was this Effective?</b></td> </tr> <tr> <td>1</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>2.</td> <td style="text-align: right;">Yes / No</td> </tr> <tr> <td>3.</td> <td style="text-align: right;">Yes / No</td> </tr> </table> <p>General Comments: What will I try or repeat next time?</p>	<b>Strategy</b>	<b>Was this Effective?</b>	1	Yes / No	2.	Yes / No	3.	Yes / No
<b>Strategy</b>	<b>Was this Effective?</b>								
1	Yes / No								
2.	Yes / No								
3.	Yes / No								
<b>4. Effectiveness of task design and content for student learning</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Curriculum content learnt</b></td> <td style="width: 50%; text-align: right;">Yes / No</td> </tr> <tr> <td>By whom?</td> <td style="text-align: right;">All / Most / Some / None</td> </tr> </table> <p>What worked well? / What will I try next time?</p>	<b>Curriculum content learnt</b>	Yes / No	By whom?	All / Most / Some / None				
<b>Curriculum content learnt</b>	Yes / No								
By whom?	All / Most / Some / None								
<b>5. Accommodations or adjustments for students with special needs and abilities</b>	<p><b>How effectively did I meet the learning needs for students with special needs and abilities in this class?</b></p> <p style="text-align: center;">Very / Somewhat / Not at all / I don't know</p> <p>What do I need to do to better meet the needs of all learners next time?</p>								
<b>6. Assessments</b>	<p><b>Assessments approaches used</b></p> <p>1. 2.</p>								
<p><b>Were these effective in determining what students learned today?</b> <span style="float: right;">Yes / No</span></p> <p><b>Did they identify any misconceptions related to the content?</b> <span style="float: right;">Yes / No</span></p> <p><b>Did they enable me to measure individual progress?</b> <span style="float: right;">Yes / No</span></p> <p><b>Did they enable me to measure my effectiveness as a teacher?</b> <span style="float: right;">Yes / No</span></p> <p><b>What assessment approaches will I use next time?</b></p>									



**LESSON FEEDBACK TEMPLATE**

For Mentor Teachers, Coordinators or University Liaisons

<b>PST Name:</b>		<b>Date:</b>	
<b>Name of Reviewer:</b>			
<b>Learning Area:</b>		<b>Year Level:</b>	
<b>Unit Title:</b>	<b>Learning Focus:</b>		
<p><b>Preparation:</b> (e.g. Lesson outline provided, used appropriate resources, was well organised, learning intentions for students, suitable adjustments provided for learners with diverse needs, use of technology etc.)</p>			
<p><b>Presentation:</b> (Appropriate tone for the lesson and audience, well sequenced, scaffolding provided for students, effective use of questioning, gave clear explanations, resources accessible for all learners, friendly, relaxed, good pace, built in thinking skills, reflection and consolidation etc.)</p>			
<p><b>Content Knowledge:</b> (Australian Curriculum learning area content known and sequenced for students)</p>			
<p><b>Managing Student Learning:</b> (addressed prior knowledge, assessed for misconceptions, provided constructive, timely feedback, used suitable teaching strategies and methods, set learning to appropriate level of challenge, offered timely support, reinforced growth mindset etc.)</p>			
<p><b>Enabling Student Wellbeing and Behaviour:</b> (demonstrated fair and consistent practices, used prompt corrective feedback, noticed appropriate/inappropriate behaviours, remained calm, provided clear behavioural expectations, showed empathy etc.)</p>			
<p><b>General Comments and Focus for Next Lesson:</b></p>			
<p><b>PST: From this feedback, I intend to work on...</b></p>			



# AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

## ASSESSING PRE-SERVICE TEACHER DEVELOPMENT NOVICE TO GRADUATE STANDARD

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## PRE-SERVICE TEACHER ASSESSMENT CONTINUUM

### PURPOSE

- To enable pre-service teachers to self-assess, evaluate, document and monitor their growth towards APST: Graduate Standard.
- To enable school coordinators and mentor teachers to assess and assign a grade for professional experiences undertaken by Flinders University pre-service teachers.

### BACKGROUND

Based on the APST, this document has been developed to assess the developmental learning of pre-service teachers at Flinders University: from Year 2 to Graduation.

Pre-service teachers are encouraged to use this assessment tool to:

1. Authenticate their current performance against the Novice to Graduate continuum
2. Identify gaps in their knowledge
3. Develop specific learning objectives to maintain satisfactory progress towards the Graduate Standard.

### CONSIDERATIONS

These assessment guidelines have been developed with the following in mind:

- “**Novice**” level is the expected *performance* for pre-service teachers in year 2;
- “**Emerging**” level is the *performance* for pre-service teachers in year 3/Year1 MTeach;
- “**Graduate**” level is the *performance* for pre-service teachers in year 4/Year 2 MTeach.

**Please note:** While it is highly desirable that PSTs demonstrate the required level against *every focus area* on this professional experience, a **successful professional experience should be considered as reaching at least 85 - 90% of Standard focus areas** to allow for diversity of experiences and opportunities provided within the school.

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS: PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM

### PROFESSIONAL KNOWLEDGE

#### Standard 1 Know students and how they learn

Focus	Novice	Emerging	Graduate	Proficient
<b>1.1 Physical, social and intellectual development and characteristics of students</b>	Identifies and discusses ways in which student characteristics may affect learning.	Understands that physical, social and intellectual development and characteristics of students may affect learning and attempts to apply this understanding when planning for and facilitating learning.	<b>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</b>	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
<b>1.2 Understand how students learn</b>	Can articulate how research informs an understanding of how students learn.	Begins to draw on current research into how students learn when planning for teaching.	<b>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</b>	Structure teaching programs using research and collegial advice about how students learn.
<b>1.3 Students with diverse linguistic, cultural, religious and socio-economic backgrounds</b>	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds that students may have and seeks to understand the potential implications for learning.	Uses teaching strategies that meet the need of students with diverse linguistic, cultural, religious and socio-economic backgrounds.	<b>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</b>	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
<b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b>	Can discuss and identify teaching that positively influences Aboriginal and Torres Strait Islander students learning outcomes.	Demonstrates some knowledge of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	<b>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</b>	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

<b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b>	Identifies and discusses instructional strategies used by teachers to meet the needs of students across the full range of abilities.	Seeks guidance and help in differentiating teaching to meet the specific learning needs of the students.	<b>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</b>	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
<b>1.6 Strategies to support full participation of students with disability</b>	Describes some school and teaching practices that support the participation and learning progress of students with disabilities.	Demonstrates understanding of legislation regarding students with disabilities in Australian schools. Seeks support to select teaching strategies that support the participation and learning of students with disability	<b>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</b>	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
<b>Standard 2 Know the content and how to teach it</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>2.1 Content and teaching strategies of the teaching area</b>	Demonstrates some knowledge of the structure of the curriculum, its content and effective teaching strategies.	Applies and adapts teaching strategies appropriate to the curriculum content.	<b>Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</b>	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
<b>2.2 Content selection and organisation</b>	Analyses curriculum content selection with mentor teacher/s to understand impact on student learning.	Able to plan lessons for the content of a particular teaching area.	<b>Organises content into an effective learning and teaching sequence.</b>	Organise content into coherent, well-sequenced learning and teaching programs.
<b>2.3 Curriculum, assessment and reporting</b>	Begins to connect assessment practices with teacher judgement about student learning.	Includes assessment tasks as an integral component of the teaching and learning process and gathers basic data for reporting purposes	<b>Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</b>	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

<b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is important to include in the curriculum.	Shows respect and understanding of indigenous culture and promotes reconciliation into teaching	<b>Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</b>	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
<b>2.5 Literacy and numeracy strategies</b>	Examines literacy and numeracy strategies across the curriculum.	Selects teaching strategies that support literacy and numeracy development across learning areas	<b>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</b>	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
<b>2.6 Information and Communication Technology (ICT)</b>	Investigates how ICT supports effective teaching and learning.	Uses some ICTs to enhance learning across the curriculum and for developing ICT literacy.	<b>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</b>	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
<b>PROFESSIONAL PRACTICE</b>				
<b>Standard 3 Plan for and implement effective teaching and learning</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>3.1 Establish challenging learning goals</b>	Discusses some teaching strategies that establish challenging learning goals for students.	Establishes learning goals that provide achievable challenge for most students.	<b>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b>	Set explicit, challenging and achievable learning goals for all students.
<b>3.2 Plan, structure and sequence learning programs</b>	Identifies some core elements of an effective lesson.	Able to plan effective lesson sequences to scaffold student learning in a topic or teaching area.	<b>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</b>	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
<b>3.3 Use teaching strategies</b>	With support, can apply a range of effective teaching strategies for individual, small group and/or whole class teaching.	Aware of a range of teaching strategies and shows increasing independence in selecting and trying new teaching strategies	<b>Include a range of teaching strategies.</b>	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

<b>3.4 Select and use resources</b>	Selects appropriate resources to the teaching context and area.	Shows increasing independence in locating and selecting appropriate teaching resources , including ICTs	<b>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</b>	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
<b>3.5 Use effective classroom communication</b>	Uses a range of effective communication strategies to support student learning.	Demonstrates a growing range of effective communication strategies in the classroom	<b>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</b>	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
<b>3.6 Evaluate and improve teaching programs</b>	Reviews teaching strategies to evaluate personal teaching performance to improve student learning	Uses a range of evaluation strategies to consider their teaching performance and student learning achievements.	<b>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</b>	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
<b>3.7 Engage parents/ carers in the educative process</b>	Discusses the involvement of parents/carers in the educative process.	Looks for appropriate opportunities to engage parents and carers in their child’s learning	<b>Describe a broad range of strategies for involving parents/carers in the educative process.</b>	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children’s learning.
<b>Standard 4 Create and maintain supportive and safe learning environments</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>4.1 Support student participation</b>	Identifies effective strategies for enabling student participation.	Begins to identify and plan for inclusive learning that supports student participation	<b>Identify strategies to support inclusive student participation and engagement in classroom activities.</b>	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
<b>4.2 Manage classroom activities</b>	Independently manages some classroom activities	Begins to demonstrate the capacity to independently organise classroom activities and gives clear directions.	<b>Demonstrate the capacity to organize classroom activities and provide clear directions.</b>	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
<b>4.3 Manage challenging behaviour</b>	Applies existing classroom rules and school-based behaviour management policies.	Uses some proactive and ethical strategies for preventing and managing challenging behaviour	<b>Demonstrate knowledge of practical approaches to manage challenging behaviour.</b>	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.

<b>4.4 Maintain student safety</b>	With support, implements policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements to increasingly maintain student safety and wellbeing	<b>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</b>	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
<b>4.5 Use ICT safely, responsibly and ethically</b>	Follows established school protocols for the safe, responsible and ethical use of ICT.	Recognises the need to practice safe, responsible and ethical use of ICT in learning and teaching.	<b>Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</b>	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
<b>Standard 5 Assess provide feedback and report on student learning</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>5.1 Assess student learning</b>	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses a range of formative and summative assessment strategies including informal and formal approaches.	<b>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</b>	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
<b>5.2 Provide feedback to students on their learning</b>	Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.	Shows increasing ability to provide students with constructive and timely feedback to support their learning	<b>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</b>	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
<b>5.3 Make consistent and comparable judgements</b>	Can identify effective assessment moderation that enable teachers to make fair judgements about student progress and the achievement standards.	Begins to independently assess, and interpret student learning to make reliable judgements about student achievement.	<b>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.</b>	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
<b>5.4 Interpret student data</b>	Discusses student achievement data to pinpoint achievement and determine relevant changes to teaching practices.	Begins to use formal and informal student assessment data to inform teaching	<b>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</b>	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.



<b>5.5 Report on student achievement</b>	Investigates and analyses approaches to report student learning.	Begins to keep accurate and reliable records of student achievement, and understands the importance of using these to report to students, parents/carers.	<b>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</b>	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable record
<b>PROFESSIONAL ENGAGEMENT</b>				
<b>Standard 6 Engage in professional learning</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>6.1 Identify and plan professional learning needs</b>	Engages in professional dialogue to reflect upon and make decisions about future professional learning needs.	Is aware of the Australian Professional Standards for Teachers to inform professional learning needs.	<b>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</b>	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
<b>6.2 Engage in professional learning and improve practice</b>	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of some appropriate sources that can develop professional learning and practice	<b>Understand the relevant and appropriate sources of professional learning for teachers.</b>	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
<b>6.3 Engage with colleagues and improve practice</b>	Able to discuss aspects of their teaching practice with a supervising teacher/mentor.	Can accept and apply feedback from a supervisor/mentor teacher.	<b>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b>	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>				
<b>Focus</b>	<b>Novice</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Proficient</b>
<b>7.1 Meet professional ethics and responsibilities</b>	Can articulate the professional practices of Australian teachers and can always act responsibly and ethically.	Understands the ethical expectations of the teaching profession when making decisions.	<b>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</b>	Meet codes of ethics and conduct established by regulatory authorities, systems and schools

<b>7.2 Comply with legislative, administrative and organizational requirements</b>	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organizational policies and processes, when planning student activities.	<b>Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.</b>	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
<b>7.3 Engage with the parents / carers</b>	Establishes positive rapport with parents/carers under the guidance of supervising teachers.	Communicates with parents/carers in relation to children's issues or learning, seeking guidance if needed.	<b>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</b>	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and well-being.
<b>7.4 Engage with professional teaching networks and broader communities</b>	Initiates engagement with peers, mentor teachers and university staff.	Seeks relevant sources of information and support related to their teaching.	<b>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</b>	Participate in professional and community networks and forums to broaden knowledge and improve practice.



# TEACHING PERFORMANCE ASSESSMENT HANDBOOK

FINAL YEAR  
PROFESSIONAL EXPERIENCE  
2025

**Handbook for Primary and Secondary  
Pre-service Teachers**

## **Acknowledgment of Country**

Flinders University proudly acknowledges the traditional custodians of the lands on which its campuses are located. These are the traditional lands of the Arrente, Dagoman, First Nations of the Southeast, First Peoples of the River Murray and Mallee region, Jawoyn, Kurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Warumungu, Wardaman and Yolngu people. We honour their Elders and Custodians – past, present and emerging.

## TABLE OF CONTENTS

INTRODUCTION.....	4
OVERVIEW OF THE FIVE ACTIVITIES AND EVIDENCE TO BE COLLECTED.....	5
RESPONSIBILITIES .....	6
ACTIVITY COMPLETION AND SUBMISSION TIMELINE.....	7
TEACHING AREA FOCUS.....	8
THE ACTIVITIES EXPLAINED.....	9
ACTIVITY 1. Plan your Professional Learning.....	9
ACTIVITY 2. Investigate the Context for Learning.....	10
ACTIVITY 3. Plan for Learning and Assessment.....	14
ACTIVITY 4. Teach and Manage Student Learning .....	17
ACTIVITY 5. Assess, Provide Feedback & Report on Student Learning .....	19
ACKNOWLEDGEMENTS.....	22
REFERENCES.....	22
APPENDIX 1: VIDEO RECORDING PERMISSION FORM.....	23
APPENDIX 2: SUMMARY OF THE GRADUATE TEACHER STANDARDS BY ACTIVITY .....	24
APPENDIX 3: RUBRICS .....	25

# INTRODUCTION

This document describes five activities you must complete to pass the final professional experience topic. These activities assess readiness for beginning teaching.

## The Five Activities

1. Document your professional learning and create a plan.
2. Investigate the context for learning.
3. Plan for learning and assessment.
4. Teach and manage student learning.
5. Assess, provide feedback, and report on student learning.

## Preparation

Information sessions and resources will be provided on the final year professional experience FLO site.

## Journal

You are required to keep a reflective journal. Begin using this journal at the start of your professional experience when you first visit the school. The journal can be in any form: digital or hard copy. The aim of reflection is to develop an action cycle where reflection leads to improvement and/or insight ([Cambridge University Libraries, n.d.](#)). Your entries can provide useful insights and examples to map your progress and changes to your thinking and practice. While there is no 'right way' to journal, it is important to explore and analyse your observations and experiences and not just describe them, to help you develop deeper understandings.

## From AITSL

In a teaching performance assessment (TPA), pre-service teachers illustrate their skills, knowledge and practices through evidence of their performance aligned to the Australian Professional Standards for Teachers (APST) at the Graduate career stage. In line with concepts of authentic assessment, a pre-service teacher (PST) uses evidence drawn directly from their own practices to demonstrate:

- What they want students to learn.
- How they will facilitate this learning.
- How they will know if students have achieved this learning ([AITSL, 2017](#)).

# OVERVIEW OF THE FIVE ACTIVITIES AND EVIDENCE TO BE COLLECTED

Activities 1 & 2 to be completed during planning days BEFORE the professional experience teaching block		
Evidence to be collected		
Activity 1. Plan your Professional Learning	Activity 2. Investigate the Context for Learning	
<p><b>Goal Setting Planner (GSP) (template provided)</b> Use the template to identify and describe brief and specific evidence you may already have and what you will need to collect to meet the APST Graduate Teacher Standard for each focus area.</p> <p><b>Professional Learning Plan (PLP) (template provided)</b> Create a succinct professional learning plan (3 goals) that clearly identifies the APST focus areas you will address and how you will achieve them.</p>	<p><b>School Context Statement and Whole Class Data with Analysis (Part A)</b> Identify and demonstrate understanding of the school and class context, the diversity of students you will be teaching and how they learn. Include whole class assessment data and identify students' strengths and learning needs.</p> <p><b>Preliminary Case Study Information (Part B)</b> Through negotiation with your Mentor Teacher/s collect and analyse demographic, academic and engagement data for two case study students to demonstrate personalised planning for teaching and learning. Select one student who requires specific educational adjustments and one who does not.</p>	
Activities 3, 4 & 5 will be completed DURING the professional experience teaching block		
Minimum evidence to be collected		
Activity 3. Plan for Learning and Assessment	Activity 4. Teach and Manage Student Learning	Activity 5. Assess, Provide Feedback and Report on Student Learning
<ol style="list-style-type: none"> <li>1. Unit plan</li> <li>2. Three sequential lessons that show evidence of:               <ul style="list-style-type: none"> <li>○ Your area of specialisation</li> <li>○ Pre-assessment or observational data</li> <li>○ Differentiated tasks,</li> <li>○ Class learning goals and intended outcomes,</li> <li>○ Educational adjustments</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Video analysis of your teaching specialisation</li> <li>• Constructive feedback from Mentor Teacher or University Liaison</li> <li>• Feedback that includes observation data about               <ul style="list-style-type: none"> <li>○ use of ICT, and other resources</li> <li>○ managing challenging behaviour</li> <li>○ use of varied communication strategies</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Analysis of whole class assessment data</li> <li>2. Reflections on the use of data to inform practice.</li> <li>3. Feedback from and provided to students,</li> <li>4. Records of student learning and documentation of reporting</li> <li>5. In-depth analysis of assessment data for case study students</li> </ol>

## RESPONSIBILITIES

<p>Pre-service Teacher</p>	<p><b>Responsible for:</b></p> <ul style="list-style-type: none"> <li>• collecting and annotating the required evidence of practice needed for each activity and uploading this to the Professional Experience placement FLO site as one pdf document by the following deadlines:             <ul style="list-style-type: none"> <li>○ Activities one and two by the end of your planning days.</li> <li>○ Activities three, four and five within two weeks of your placement ending.</li> <li>○ emailing a copy of the evidence of completed TPA activities one and two to the University Liaison by the due date.</li> <li>○ providing a copy of the completed TPA activities three, four and five to your Mentor Teacher by negotiated due dates (mentors don't need to assess these).</li> </ul> </li> </ul>
<p>University Liaison</p>	<p><b>Responsible for:</b></p> <ul style="list-style-type: none"> <li>• Initiating a conversation with the PST as early as possible to ascertain their knowledge and understanding of the TPA activities. Provide advice as needed.</li> <li>• Assessing activity one and two within two weeks of submission and advising the PST if they have not met the assessed Graduate Teacher Standards.</li> <li>• Emailing the Professional Experience Topic Coordinator if the PST has not submitted TPA activities one or two by the due date or has not met the assessed Graduate Teacher Standards.</li> <li>• Verifying the completion of activities one, and two on the final placement report.</li> </ul>
<p>Mentor Teacher</p>	<p><b>Responsible for:</b></p> <ul style="list-style-type: none"> <li>• Discussing the five TPA activities with your PST during the planning days.</li> <li>• Negotiating deadlines for activities three, four and five with the PST, during the planning days.</li> <li>• Contacting the University Liaison if the PST has not completed activities three, four and five by the negotiated due date and before the end of the placement.</li> <li>• Verifying the completion of activities 3-5 during placement on the final placement report.</li> </ul>



# ACTIVITY COMPLETION AND SUBMISSION TIMELINE

Activities	Due dates:	Submit to:	Submit to FLO
Activity 1	End of final <u>planning day</u> *	University Liaison	End of the final planning day.
Activity 2	End of the final <u>planning day</u> (Part A and Part B)	University Liaison	Merge your evidence for TPA activities 1 and 2 into one pdf document and submit this to the professional experience final year topic FLO site.
Activity 3	End of <u>week 1</u> of the block of teaching	Mentor Teacher	No later than two weeks after your final placement day.  Merge your evidence for activities 3 to 5 into one pdf document and submit this to the professional experience final year topic FLO site.
Activity 4	End of <u>week 4</u> of the block of teaching	Mentor Teacher	
Activity 5	End of <u>week 5</u> of the block of teaching	Mentor Teacher	

**Please note:**

Failure to meet the above deadlines may result in an 'at risk' notification.

# TEACHING AREA FOCUS

The TPA is situated with **only one class of students and for one learning/subject area**. Integrated units of work are encouraged. You are to select your teaching area focus from the course enrolment options identified below.

Bachelor of Education (Primary) / Bachelor of Arts  Bachelor of Arts / Master of Teaching (Primary)	STEM	OR	The learning area of the Australian Curriculum aligned with your Arts major i.e. Health & Physical Education., English, Humanities and Social Sciences (HASS), Expressive Arts, Science, Mathematics, Technologies, Languages.		
Master of Teaching (Primary)	English	OR	The learning area of the Australian Curriculum aligned with your previous degree before you commenced your course i.e. Health & Physical Education, English, Humanities and Social Sciences (HASS), Expressive Arts, Science, Mathematics, Technologies.		
Bachelor of Education (Primary) / Bachelor of General Science  Bachelor of General Science / Master of Teaching (Primary)	Science				
Bachelor of Education (Primary and Special Education)	English	OR	Mathematics		
	Literacy	OR	Numeracy		
Bachelor of Education (Primary)	STEM	OR	Health & Physical Education, Expressive Arts, Science, Humanities and Social Sciences (HASS), Languages		
Bachelor of Education (Secondary / Bachelor of Arts) Bachelor of Education (Secondary / Bachelor of Health Science) Bachelor of Education (Secondary / Bachelor of Science) Bachelor of Education (Secondary / Bachelor of Languages) Master of Teaching (Secondary) Bachelor of Arts / Master of Teaching (Secondary) Bachelor of Languages / Master of Teaching (Secondary) Bachelor of Science / Master of Teaching (Secondary) Bachelor of Health Science / Master of Teaching (Secondary)	Teaching Area 1	OR	TeachingArea2		
Bachelor of Education (Secondary / Bachelor of Special Education) Master of Teaching (Special Education) (Secondary) Bachelor of Education (Secondary)	Teaching Area 2	OR	Literacy	OR	Numeracy
Bachelor of Education (Secondary Health and Physical Education)	Health	OR	Physical Education		

# THE ACTIVITIES EXPLAINED

## ACTIVITY 1. Plan your Professional Learning

### PURPOSE

- To identify your professional learning needs and plan for achievement at the Graduate Standard or higher for the assessed focus area.

Due date to University Liaison	First meeting or date requested by your University Liaison
Word Count	See examples on FLO (approx. 1500 words)
Evidence Required	Goal Setting Planner (GSP) and Personal Learning Plan (PLP)

### Instructions

- Use the [Goal Setting Planner tool](#) (GSP) that was introduced in your previous placement to **record** the evidence you already have towards the Graduate Teacher Standard for each focus area. In focus areas where you do not yet have this verifiable evidence, **record** the types of evidence you still need to collect to demonstrate achievement of the Graduate Standard. [Evidence is required against EVERY focus area \(37 in total\)](#). This can be brief as specific dot points.
- For focus areas that are most challenging for you, **create** a succinct professional learning plan (PLP) with:
  - Three professional learning goals you will aim to achieve by the end of the placement block.
  - The strategies and resources you will use to achieve your professional learning goals.
  - The evidence you will gather to demonstrate the **Graduate Standard** for your three goals

**NOTE:** At your first meeting with your University Liaison (usually in April), you will be asked to discuss your GSP and PLP.

### Activity 1 Assessment Summary

**University Liaisons will use the grade descriptors from Appendix 3 to interpret and support their assessment of this focus area.**

To successfully complete Activity 1, PSTs must demonstrate achievement of the Graduate Standard or higher for the focus area identified below.

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
<b>Standard 6: Engage in professional learning</b>			
FOCUS AREA 6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.			

## ACTIVITY 2. Investigate the Context for Learning

### PURPOSE

- To identify who the students are in your class and their learning requirements.
- To Understand how the classroom / school / community context will influence your planning and teaching.

Due date to University Liaison	By end of the final planning day
Word Count	See examples on FLO
Evidence Required	<p><b>Part A:</b> Site Context Statement and Whole Class Data with Analysis</p> <p><b>Part B:</b> Preliminary Case Study Information and Baseline Assessment Data</p>

### Instructions

#### Part A – School Context Statement and Whole Class Data with Analysis (Assessed by University Liaison)

1. **Investigate** and **document** in your journal, about the school context, the characteristics of the students in your class, the curriculum area/s you will plan and teach, the sequence of lessons and the resource available to you, are informing planning and teaching. Additionally, think about ethical behaviour and practice expectations which underpin the teaching profession (focus area 7.1).
2. **Negotiate with your Mentor Teacher to identify *whole of class data*** and **analyse** this to inform your planning. The data may include standardised and diagnostic data such as Pat M, Pat R, running records and work samples etc. The data could include curriculum-based assessment data that shows how the class/group has achieved/performed in academic content and what the students know and can do.
3. **Compose** a concise context statement which reveals your insights about what the students know and can do as a basis for effective planning, teaching and learning. The Discussion Prompts below may be useful to guide your thinking around this investigation.
4. **Annotate** your statement to highlight sections of the text aligned with focus areas 5.4, 7.1, 7.2, and 7.4.

## Part B – Preliminary Case Study Information and Baseline Assessment Data

This part informs planning for Activity 3 and Activity 5 and is critical to the ePortfolio task in the Capstone Topic EDUC4820

You need to show your impact on individual student learning over time supported by evidence. Specifically, you are required to undertake a case study of two students in your class and show their learning by analysing the evidence you collect. One suggested way of selecting students is to select one student who requires specific educational adjustments and one who does not. Your Mentor Teacher will make the final decision on which students are selected.

PSTs undertaking an inclusive education course and teaching in settings such as special schools, disability units or special option classes, may select one student who requires fewer extensive adjustments to participate and achieve in the curriculum than another.

- **Ensure Student 1 and Student 2 are in the same class, that you will be teaching your lesson sequence for Activity 3.**
- Gather relevant information about each student: learning strengths, requirements, motivations, current assessment data, and their goals during your planning days. In gathering this information, you are seeking to have a deep understanding of both students to help you make decisions that will positively impact their learning. Confidentiality must be maintained when using any student data.
- In your journal, **describe** both students' situation (case) and identify the key issues of the case. Plan and document your course of action for attempting to ensure both students will achieve in a particular area, as a result of your planning for teaching.
- Share your plan with your Mentor Teacher and adjust, if necessary.
- Across your placement gather and reflect upon (as journal entries) formative data about learning progress, including any actions you have taken to improve or refine your planning and teaching.

**NOTE: It is important that you have collected your case study information and baseline assessment data by the end of your planning days. This will ensure you have time to analyse the data and make necessary changes to your planning and teaching before your block teaching. It will also enable you to evaluate your impact on student learning, across your placement (assessed in activity 5) and make adjustments as required.**

## **DISCUSSION PROMPTS:**

### **School / Site Context**

- What are the codes of ethics and conduct relevant to this site?
- What are the policies and processes regarding the privacy of student information, discipline and welfare?

### **Classroom Context**

- How many students are in your class?
- What is the cultural and religious diversity of students in your class? What languages do students speak? What are their faiths/beliefs?
- What resources are available to support students to learn?
- What opportunities exist for you to make a meaningful contribution to the school, classroom and individual students?

### **Student Development**

- What are the physical, social and intellectual development and characteristics of students that may affect their learning?
- What have you observed about the students?
- What can students do and what are they still learning to do?
- How will you identify students' prior knowledge and learning strengths and challenges?
- What student data is available and do any students have individual learning plans?
- Discuss the students' abilities, how they interact with each other and express themselves.

### **Planning Your Sequence of Lessons**

- Discuss and identify the subject/learning area that you are going to teach.
- What specific curriculum content will be assessed and reported and when?
- What teaching strategies will you use to meet the specific needs of students?

## Activity 2 Assessment Summary

**University Liaisons will use the descriptors to assess achievement.**

To successfully complete Activity 2, PSTs must demonstrate achievement of the Graduate Standard or higher with the four focus areas identified below.

<b>APSTs UNDER REVIEW</b>	<b>Emerging</b>	<b>Graduate</b>	<b>Towards Proficient</b>
<b>Standard 5 - Assess, provide feedback and report on student learning</b>			
FOCUS AREA 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			
<b>Standard 7 - Engage professionally with colleagues, parents/carers and the community</b>			
FOCUS AREA 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			
FOCUS AREA 7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			
FOCUS AREA 7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			

## ACTIVITY 3. Plan for Learning and Assessment

### PURPOSE

- To demonstrate your ability to design unit and lesson plans with a focus on specific and differentiated student learning outcomes.
- To demonstrate your ability to organise content and consider effective teaching strategies in teaching areas.

Due date to Mentor Teacher	By the negotiated date (suggest end of week 1 of the block of teaching)
Word Count	See examples on FLO, unit plans will be longer but lesson plans approx. 2 pages each.
Evidence Required	Relevant journal entries, unit plan and three highly quality lesson plans

### Instructions

- Using your knowledge of your students and how they learn, **develop or significantly customise a detailed unit plan** and **design** at least three sequential, **differentiated lessons plans (at least one to be observed by your University Liaison)** that demonstrates effective planning, teaching and assessment for diverse learners.
- Prior to teaching the unit and lessons, consider using the **Discussion Prompts** to discuss with your Mentor Teacher the appropriateness of this unit and sequence of lessons for this class. **Document** suggestions and improvement feedback in your journal.
- Critically** reflect on your teaching plan (unit and lessons) and **summarise in your journal:**
  - What you want the students to learn?
  - How you will facilitate this learning
  - How you will know when students have achieved this learning

**Go to Activity 5.** Read the requirements for designing a summative assessment tool with criteria that will measure the intended learning from this unit of work. It is recommended that you develop your whole-of-class assessment tool e.g. rubric at the same time as your unit plan so this is ready for Activity 5.



## DISCUSSION PROMPTS

- What is the central teaching focus of your unit and planned lessons?
- Why is the content important for students to know?
- What concepts are you teaching?
- How will your teaching align with current curriculum documents (e.g., Early Years Framework, Australian Curriculum, International Baccalaureate, SACE)?

### Theoretical and Pedagogical Framework

- What are the theoretical frameworks/learning theories/ pedagogical models and/or research/ readings that inform your unit design and lesson planning? e.g. Teaching for Effective Learning framework <https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/teaching-effective-learning/teaching-effective-learning-framework-guide>.

### Learning Activities

- How will your knowledge of the students inform your lesson plans?
- How will your lessons develop students' skills, knowledge and understandings of the learning area?
- How will you challenge all students to learn?
- How will you provide students with effective adjustments to access and participate in the learning process?

### Teaching Strategies

- How will your choice of teaching activities, strategies, and resources (including ICT) be inclusive of students' backgrounds, readiness levels, development stages, interests and needs?
- How are indigenous perspectives considered in your lessons?
- How will you promote the safe, responsible and ethical use of ICT?

### Student Assessment

- When and how will you assess student learning?
- How will student assessments help you understand whether students have achieved the learning objectives?
- How will you provide students with feedback to progress and monitor their learning?

### Parents/Carers

- How could you encourage parents/carers in the educative process?

## Activity 3 Assessment Summary

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
<b>Standard 1: Know students and how they learn</b>			
FOCUS AREA 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.			
FOCUS AREA 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			
FOCUS AREA 1.3 Demonstrate knowledge and understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
FOCUS AREA 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.			
FOCUS AREA 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.			
FOCUS AREA 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			
<b>Standard 2: Know the content and how to teach it</b>			
FOCUS AREA 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
FOCUS AREA 2.2 Organise content into an effective learning and teaching sequence.			
FOCUS AREA 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			
FOCUS AREA 2.4 Demonstrate broad knowledge, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
FOCUS AREA 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			
FOCUS AREA 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			
<b>Standard 3 - Plan for and implement effective teaching and learning</b>			
FOCUS AREA 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			
FOCUS AREA 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			
FOCUS AREA 3.7 Describes a broad range of strategies for involving parents/carers in the educative processes.			
<b>Standard 4 - Create and maintain supporting and safe learning environments</b>			
FOCUS AREA 4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.			
FOCUS AREA 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.			

## ACTIVITY 4. Teach and Manage Student Learning

### PURPOSE

- To demonstrate knowledge of a range of instructional, communication and behavioural strategies and resources (including ICT), which engage students in their learning.

Due date to Mentor Teacher	By the negotiated date (no later than the <b>end of week 4</b> of the teaching block)
Word Count	Approx 1000 words
Evidence Required	Relevant journal entries, analysis of video, Mentor Teacher feedback, annotated lesson plan

### Instructions

- Complete the Video Recording Permission Form for filming in the classroom and seek the appropriate permission from the school/parents/carers of your students. Provide the signed Video Recording Permission Form to the principal to ensure that this person approves your filming.
- Have your Mentor Teacher (or other) **record** a 15-minute video of you teaching a lesson that demonstrates how you enact a range of teaching practices and resources to facilitate students' knowledge of the curriculum content and their engagement in learning. The video recording must be continuous and unedited and recorded only using an approved school device.
- Examine the video and **reflect on** your teaching and what your students learned. With your Mentor Teacher, discuss what happened during the lesson and why. Use this knowledge to guide your practice in the future.
- Document** your own analysis of your practice in your journal, including insights gained from the experience and constructive feedback from your Mentor Teacher.
- Annotate** the original lesson plan to show adjustments/improvements based on self and Mentor Teacher feedback.
- Ensure the video is deleted.

Please note that if the school does not approve videoing in the classroom, then just use discussion prompts to reflect on teaching a lesson.

## DISCUSSION PROMPTS

### Video: Self-assessment

- Having viewed the video segment, what surprised you most about your teaching and students' levels of engagement and learning?

### Video: Student Engagement in Learning:

#### Discuss and Record

- How did you extend students' knowledge and skills?
- What resources and teaching strategies did you use and were they effective for the whole class and individual students?
- How did you use ICT to enhance students' curriculum learning opportunities?
- What verbal and non-verbal communication strategies did you use to promote engagement in learning? What appeared most and least successful? Discuss in terms of clear instructions, explanations, visuals, tone of voice, wait time, body language etc.
- How did you respond to student questions and feedback?
- How did you manage challenging student behaviour? Were you fair and ethical?
- What have you learnt about your teaching?

## Activity 4 Assessment Summary

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
<b>Standard 3 - Plan for and implement effective teaching and learning</b>			
FOCUS AREA 3.3 Include a range of teaching strategies.			
FOCUS AREA 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			
FOCUS AREA 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			
<b>Standard 4 - Create and maintain supportive and safe learning environments</b>			
FOCUS AREA 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.			
FOCUS AREA 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.			
FOCUS AREA 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.			
<b>Standard 6 - Engage in professional learning</b>			
FOCUS AREA 6.2 Understand the relevant and appropriate sources of professional learning for teachers.			
FOCUS AREA 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			
FOCUS AREA 6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			

## ACTIVITY 5. Assess, Provide Feedback & Report on Student Learning

### PURPOSE

- To demonstrate how you assess, provide feedback and report student learning needs through the analysis of work samples

Due date to Mentor Teacher	By the negotiated date (suggest the <b>end of week 5</b> of the teaching block)
Word Count	See examples on FLO, word count will vary.
Evidence Required	Relevant journal entries, analysis of assessment data, feedback to and from students, records of moderation and reporting

### Instructions

- Design** a summative assessment tool to measure achievement against the stated learning goals/achievement standards/ performance objectives related to the unit of work from Activity 3. Make sure that your assessment tool includes a criterion such as A, B, C, D, E; Not Satisfactory, Satisfactory or Above Satisfactory; Working towards, Achieved, Exceeded etc. **Link to Activity 3**
- Implement** the summative assessment task to the whole class and gather the results.
- Analyse** the assessment data and report upon your broad findings and insights about student achievement of the learning outcomes across the class, including future learning needs. Report in your journal.
- Examine the comprehensive assessment data you have been gathering along with the case study students from **Activity 2**. To do this, review your baseline data, the achievement data from the summative assessment and any work samples that provide evidence of student learning.
- Discuss** student learning achievement against the set goals. Where is the most and least growth in learning? Document how you would build upon or make improvements to your teaching and assessment plan for these students, in future. Ensure you include the actual summative assessment task results (e.g., rubrics, checklist, observation data etc.) and feedback that you provided to both students. Remember to **deidentify** all data.

## **DISCUSSION PROMPTS**

The following prompts can be used to discuss with your Mentor Teacher, your proficiency to assess, provide feedback and report on whole-of-class and individual student learning. Record responses in your journal.

### **Assessment task**

- How did the selected criteria assist in assessing student learning?
- How did your assessment tool indicate what a student does and does not understand?

### **Whole Class Assessment**

- How did you summarise the whole class results?
- How do you know that your assessment tool is reliable and valid?
- Have you identified gaps in student learning?
- What patterns have you identified in students' learning? For example, what do most students understand? Are there any misconceptions, confusions, or needs that became apparent for any students? Is the level of challenge appropriate?

### **Feedback**

- What feedback did you provide to individual students and/or the group as a whole?
- Explain how your approach to feedback supports students' learning?
- In what ways does your feedback address individual student's needs and learning goals? Cite examples and reference evidence to support your analysis.

### **Assessment for Learning**

- Based on students' performance, explain how you would make improvements to your teaching and assessment plan?
- For those who achieved the learning goals, what new challenges would you consider for this group of students? Document the next steps you will take to improve student performance.

### **Conclusion: Assessment for Teaching**

- Reflect on how you could have improved the task and your teaching. Is there relevant theory underpinning your practice? Cite two examples.

## Activity 5 Assessment Summary

APSTs UNDER REVIEW	Emerging	Graduate	Towards Proficient
<b>Standard 3 - Plan for and implement effective teaching and learning</b>			
FOCUS AREA 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			
<b>Standard 5 - Assess, provide feedback and report on student learning</b>			
FOCUS AREA 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.			
FOCUS AREA 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			
FOCUS AREA 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.			
FOCUS AREA 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			
FOCUS AREA 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.			
<b>Standard 7 - Engage professionally with colleagues, parents/carers and the community</b>			
FOCUS AREA 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.			

# ACKNOWLEDGEMENTS

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# APPENDIX 1: VIDEO RECORDING PERMISSION FORM

Flinders University  
College of Education, Psychology and Social Work

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I .....

Principal of .....

(address) .....

give consent to allow Flinders University initial teacher education pre-service teachers to video record their own teaching while on professional experience in my school.

I understand that:

- The purpose of the video recording is to allow the pre-service teachers to capture 10 minutes of their teaching for the purpose of reflection and improvement on their practice.
- The video recording will be used as part of their assessment task, will not be seen by anyone other than their assessor and after their assessment task has been completed the video file of their teaching will be deleted.
- Pre-service teachers are ONLY to use a school device to video record their practice. They must not use a personal device.
- Students will be de-identified.

**Signature:** ..... **Date:**.....

PLEASE RETURN SIGNED FORM TO: ...

*[please identify the person at the school who will receive this form. This will most likely be the School Coordinator of Professional Experience].*

FOR MORE INFORMATION OR IF YOU HAVE QUESTIONS ABOUT THIS FORM, PLEASE CONTACT

Ms Jackie Thomson

Partnerships and Professional Experience

Email: [jackie.thomson@flinders.edu.au](mailto:jackie.thomson@flinders.edu.au)

# APPENDIX 2: SUMMARY OF THE GRADUATE TEACHER STANDARDS BY ACTIVITY

Activity	APST FOCUS AREAS						
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
<b>Activity 1:</b> Self-assess and Plan your Professional Learning						6.1	
<b>Activity 2:</b> Investigate the Context for Learning					5.4		7.1, 7.2, 7.4
<b>Activity 3:</b> Plan for Learning and Assessment <i>* Bold focus areas are optional as they may depend on context and opportunity.</i>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	3.1, 3.2, 3.7	4.4, 4.5			
<b>Activity 4:</b> Teach and Manage Student Learning			3.3, 3.4, 3.5	4.1, 4.2, 4.3		6.2, 6.3, 6.4	
<b>Activity 5:</b> Assess, Provide Feedback and Report on Student Learning			3.6		5.1, 5.2, 5.3, 5.4, 5.5		7.3

## APPENDIX 3: RUBRICS

The assessment rubrics below describe performance criterion for each focus area. Use these to assess the quality of your evidence for **ACTIVITY 1** and **ACTIVITY 2**.

Rubric for <b>Activity 1</b> – Planning days			Assessed by the University Liaison
APST Focus Area Descriptor	Emerging (Standard Not Met)	Graduate Teacher Level (Standard Met)	Towards Proficient (Standard Exceeded)
<b>FOCUS AREA 6.1</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<ul style="list-style-type: none"> <li>Identifies some professional learning needs using the Australian Professional Standards for Teachers Pre-service Teacher Developmental Continuum.</li> <li>Engages in self-reflection to produce some evidence obtained and needed for achievement at the GRADUATE Standard using the Goal setting planner.</li> <li>Needs University Liaison support to determine or justify decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Produces evidence obtained and needed to achieve Graduate standard for all focus areas using the goal setting planner.</li> <li>Creates a succinct professional learning plan (PLP) from areas on the planner that are at Graduate Standard.</li> <li>Can justify PLP decisions based on goal setting planner information.</li> </ul>	Uses the Australian Professional Standards for Teachers and advice from colleagues to accurately identify, plan, and justify professional learning needs.

Rubrics for Activity 2 – Planning days			Assessed by the University Liaison
APST Focus Area Descriptor	Emerging (Standard Not Met)	Graduate Teacher Level (Standard Met)	Towards Proficient (Standard Exceeded)
<b>FOCUS AREA 5.4</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> <li>Identifies some assessment evidence required to effectively evaluate student learning.</li> <li>With assistance from the Mentor Teacher is able to modify lesson plans based on evidence gathered through assessment tasks and reflects upon some implications for practice.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses student assessment data and identifies strengths and needs in students' understanding of core concepts in learning areas.</li> <li>Identifies interventions and modifications to teaching practice as a result of analysis of assessment data.</li> <li>Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks.</li> <li>Explains how assessment data has been applied to planning and teaching practice.</li> </ul>	Uses student assessment data to analyse and evaluate student understanding of subject content, identifying interventions and modifying teaching practice.
<b>FOCUS AREA 7.1</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	<ul style="list-style-type: none"> <li>Is aware of the ethical expectations of the teaching profession when making decisions.</li> <li>Considers, but does not think critically, about personal and professional practice.</li> <li>Communicates with colleagues, but not always effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of the relevant codes of ethics that underpin the educational context.</li> <li>Reflects critically on personal and professional practice.</li> <li>Communicates effectively and interacts professionally with colleagues.</li> </ul>	Meets codes of ethics and conduct established by regulatory authorities, systems, and schools

<p><b>FOCUS AREA 7.2 -</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage</p>	<ul style="list-style-type: none"> <li>• Seeks out relevant legislative, administrative and organisational policies and processes, but not fully considered with the planning of student activities.</li> <li>• Can broadly explain mandatory reporting requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks clarification and complies with legislative, school and system policies, procedures and processes, including those related to discipline and welfare.</li> <li>• Follows mandatory reporting requirements.</li> </ul>	<p>Understands the implications of and complies with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>
<p><b>FOCUS AREA 7.4 -</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>	<ul style="list-style-type: none"> <li>• Is aware of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</li> <li>• Identifies ways in which to engage with external professionals and community representatives.</li> </ul>	<p>Demonstrates understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice, by effectively engaging with external professional and community representatives; in turn building upon own professional knowledge and practice.</p>

The rubric below provides descriptors to assist in self-assessing the quality of your evidence for **ACTIVITY 3**.

Refer to Canvas for the assessment descriptors.

<b>Self-assessment rubric tool for Activity 3</b>			
<b>APST Focus Area Descriptor</b>	<b>Emerging (Standard Not Met)</b>	<b>Graduate Teacher Level (Standard Met)</b>	<b>Towards Proficient (Standard Exceeded)</b>
<b>FOCUS AREA 1.1</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> <li>No or limited evidence provided of physical, social and intellectual development and characteristics of students.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies students' specific physical, social and intellectual learning needs.</li> <li>Communicates and interacts in ways appropriate to students' development stages.</li> <li>Considers and makes appropriate modifications to delivery and learning environment.</li> <li>Uses a variety of resources to account for the learning needs and interests of students.</li> <li>Plans differentiated tasks for students based on readiness, interest or learning profile.</li> </ul>	Strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
<b>FOCUS AREA 1.2</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	<ul style="list-style-type: none"> <li>No or limited evidence of understanding of how students learn.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of research into how students learn and the implications for teaching.</li> </ul>	Structure teaching programs using research and collegial advice about how students learn.

<p><b>FOCUS AREA 1.3</b> Demonstrate knowledge and understanding of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for and respects the diversity of all students within the classroom.</li> <li>Makes explicit connections between aspects of the lesson and student's own contexts.</li> <li>Uses effective questioning or other techniques to engage students from diverse backgrounds.</li> <li>Uses culturally sensitive resources, language and strategies in teaching practice.</li> </ul>	<p>Designs and implements teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>
<p><b>FOCUS AREA 1.4</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander background. * This focus area may depend on context and opportunity.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of strategies for teaching Aboriginal and Torres Strait Islander students.</li> </ul>	<ul style="list-style-type: none"> <li>Selects strategies to engage students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement.</li> <li>Integrates culturally sensitive resources, language and strategies in teaching practice.</li> <li>Seeks advice, assistance and guidance from persons such as Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities where possible.</li> <li>If applicable, participates in fieldwork or community activities to further develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> </ul>	<p>Designs and implements effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p>

<p><b>FOCUS AREA 1.5</b></p> <p>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</p>	<ul style="list-style-type: none"> <li>No or limited differentiation of teaching to meet the specific learning needs of students across the full range of abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff.</li> <li>Develops lesson plans with a variety of differentiated teaching, learning tasks, and resources.</li> <li>Develops lesson plans with differentiated tasks to meet the assessed learning needs of individual students and groups of students.</li> </ul>	<p>Develops teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>
<p><b>FOCUS AREA 1.6</b></p> <p>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of strategies to support full participation of students with disability.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that support participation and learning for students with disability.</li> <li>Complies with disability legislative requirements.</li> <li>Promotes a respectful and inclusive classroom environment where all students are valued and provided with equitable access to learning opportunities.</li> </ul>	<p>Designs and implements teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>
<p><b>FOCUS AREA 2.1</b></p> <p>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of content and teaching strategies of the teaching area.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate knowledge of the central concepts of learning areas/subject(s) through lesson planning, explanation and linking of content and outcomes to curriculum documents.</li> <li>Uses strategies and activities that engage learners with teaching area content.</li> </ul>	<p>Applies knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</p>



<p><b>FOCUS AREA 2.2</b> Organise content into an effective learning and teaching sequence.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of content selection and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Develops logical unit and lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content.</li> <li>Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students.</li> </ul>	<p>Organises content into a coherent, well- sequenced learning and teaching program.</p>
<p><b>FOCUS AREA 2.3</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lessons.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of curriculum, assessment, and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Develops learning sequences that demonstrate clear understanding of students, the curriculum, subject content and of the teaching, assessing, and reporting cycle.</li> <li>Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes.</li> </ul>	<p>Designs and implements learning and teaching programs using knowledge of curriculum, assessment, and reporting requirements.</p>
<p><b>FOCUS AREA 2.4</b> Demonstrate broad knowledge, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.  * This focus area may depend on context and opportunity.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of understanding and respecting Aboriginal and Torres Strait Islander people, and/or promoting reconciliation between Indigenous and non-Indigenous Australians.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses content and learning activities that demonstrate a broad knowledge, understanding, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</li> <li>Seeks advice, assistance, and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities, Counsellors, and other relevant professionals.</li> </ul>	<p>Provides opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.</p>

<p><b>FOCUS AREA 2.5</b> Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of literacy and numeracy strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Develops lesson plans that indicate knowledge and understanding of teaching strategies to support students' literacy and/or numeracy achievement.</li> <li>Works collaboratively, when given the opportunity, with support teachers, to meet students' literacy and/or numeracy needs.</li> </ul>	<p>Applies knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</p>
<p><b>FOCUS AREA 2.6</b> Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of ICT use in teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>Develops teaching and learning lesson plans that link to curriculum outcomes/objectives taking into account available resources, with a broad range of ICT teaching and learning activities.</li> <li>Utilises a range of subject/ learning area/ stage appropriate software.</li> </ul>	<p>Uses effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>
<p><b>FOCUS AREA 3.1</b> Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of creating challenging learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Develops teaching and learning programs and/ or lesson plans with explicit, challenging and achievable learning goals for all students.</li> <li>Differentiates curriculum in lesson plans.</li> <li>Knows when students have or have not attained a learning goal.</li> </ul>	<p>Sets explicit, challenging, and achievable learning goals for all students.</p>

<p><b>FOCUS AREA 3.2</b> Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of planning, structuring and/or sequencing learning programs.</li> </ul>	<ul style="list-style-type: none"> <li>Develops lesson plans that display content knowledge, suitable teaching strategies, flexibility, logic, sequencing and variety in activities and resources.</li> <li>Utilises the host school's resources to plan appropriate lessons.</li> <li>Reflects with supervising teacher on lesson/unit delivery and data collected to enhance student learning.</li> <li>Draws upon previous lesson delivery and data collected to sequence relevant, engaging, and significant learning experiences.</li> </ul>	<p>Plans well-structured learning and teaching lesson sequences that engage students and promote learning.</p>
<p><b>FOCUS AREA 3.7</b> Describes a broad range of strategies for involving parents/ carers in the educative processes.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of engaging parents/carers in the educative process.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts professionally and respectfully with parents/carers.</li> <li>Connects school learning to the home context.</li> <li>Draws on resources within the community to enhance lesson/unit content.</li> <li>Follows established structures in the school to encourage parents/carers to be involved in school or classroom activities.</li> </ul>	<p>Plans for appropriate and contextually relevant opportunities for parents/ carers to be involved in their students' learning.</p>

<p><b>FOCUS AREA 4.4</b></p> <p>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum, and legislative requirements.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of maintaining students' well-being and safety within the school/learning site.</li> <li>No or limited evidence of adhering to school and/or system, curriculum, and legislative requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and applies specific requirements, including planning that supports school policies; for example, student safety, welfare, risk management, code of conduct, duty of care, student protection.</li> <li>Demonstrates the management of student behaviour and safety in accordance with mandatory policies.</li> </ul>	<p>Ensures students' wellbeing and safety within the school/learning site by implementing school and/ or system, curriculum, and legislative requirements.</p>
<p><b>FOCUS AREA 4.5</b></p> <p>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</p>	<ul style="list-style-type: none"> <li>No or limited evidence of promoting the safe, responsible, and ethical use of ICT in learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Designs lessons that include explicit teaching and learning strategies to promote safe, responsible, and ethical use of ICT in teaching and learning.</li> <li>Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions, and copyright law.</li> <li>Models the safe, responsible, and ethical use of ICT.</li> <li>Responds appropriately when there is evidence of unethical student use of ICT.</li> </ul>	<p>Incorporates strategies to promote the safe, responsible, and ethical use of ICT in learning and teaching.</p>

The rubric below provides descriptors to assist in self-assessing the quality of your evidence for **ACTIVITY 4**.

Refer to Canvas for the assessment descriptors.

<b>Self-assessment rubric tool for Activity 4</b>			
<b>APST Focus Area Descriptor</b>	<b>Emerging (Standard Not Met)</b>	<b>Graduate Teacher Level (Standard Met)</b>	<b>Towards Proficient (Standard Exceeded)</b>
<b>FOCUS AREA 3.3</b> Include a range of teaching strategies.	<ul style="list-style-type: none"> <li>No or limited evidence of using teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Draws upon pedagogical knowledge to adapt, improvise, and inform selection of strategies for the teaching of content and outcomes, as well as class management.</li> <li>Has a repertoire of teaching strategies to engage learners.</li> </ul>	Selects and uses relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.
<b>FOCUS AREA 3.4</b> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> <li>No or limited selection and use of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of appropriate and engaging materials and resources.</li> <li>Uses a variety of technologies to engage students.</li> <li>Selects or develops engaging resources appropriate to student developmental levels.</li> <li>Identifies and accesses a range of curriculum support materials.</li> </ul>	Selects and/or creates and uses a range of resources, including ICT, to engage students in their learning.

<p><b>FOCUS AREA 3.5</b></p> <p>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of using effective classroom communication.</li> </ul>	<ul style="list-style-type: none"> <li>Uses effective oral and written communication skills, including the promotion of standard Australian English.</li> <li>Effectively uses vocabulary and metalanguage to develop conceptual understanding.</li> <li>Employs a range of questioning techniques to elicit understanding.</li> <li>Consistently responds to students in an inclusive manner.</li> <li>Uses voice effectively.</li> <li>Uses a range of nonverbal forms of communication to support engagement.</li> </ul>	<p>Uses effective verbal and non-verbal communication strategies to support student understanding, participation, engagement, and achievement.</p>
<p><b>FOCUS AREA 4.1</b></p> <p>Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of supporting inclusive student participation.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to an inclusive classroom where all students are acknowledged as individuals.</li> <li>Models an enthusiastic and positive attitude towards teaching and learning.</li> <li>Uses a range of effective strategies for ensuring students' access to, participation, and engagement in learning.</li> <li>Acknowledges students' contributions and allows students to respond appropriately.</li> </ul>	<p>Establishes and implements inclusive and positive interactions to engage and support all students in classroom activities.</p>

<p><b>FOCUS AREA 4.2</b> Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of establishing a routine and/or managing classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>Implements clear expectations, protocols and/or rules and consequences.</li> <li>Employs classroom routines consistently to maximise student learning.</li> <li>Delivers lessons that are paced and sequenced to meet the needs of the students.</li> </ul>	<p>Establishes and maintains orderly and workable routines to create an environment where student time is spent on learning tasks.</p>
<p><b>FOCUS AREA 4.3</b> Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of managing challenging behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Develops learning activities and uses teaching strategies that motivate, re-focus, &amp; engage students at the class &amp; individual level.</li> <li>Discusses situations that trigger challenging behaviour and offers varied approaches to managing the classroom and individuals.</li> <li>Handles challenging behaviour quickly, fairly, and respectfully, applying judgement based on the context. Implements school discipline and welfare policies, including the school's referral process.</li> </ul>	<p>Manages challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly, and respectfully.</p>

<p><b>FOCUS AREA 6.2</b></p> <p>Understand the relevant and appropriate sources of professional learning for teachers.</p>	<ul style="list-style-type: none"> <li>• No or limited understanding of the relevant and appropriate sources of professional learning for teachers.</li> <li>• No or limited evidence of engagement in professional learning within or beyond school, no reflection on the learning outcomes achieved as an outcome of participating in professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of participating in professional learning at or beyond school.</li> <li>• Mentor teacher feedback on positive contributions to team meetings and professional learning session(s) noting how learning has influenced understanding and practice and where relevant the impact of changed practice on outcomes for students.</li> <li>• Identifies key sources of learning, including student feedback, parent/carer feedback, mentor teachers, colleagues, and professional associations.</li> </ul>	<p>Participates in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>
<p><b>FOCUS AREA 6.3</b></p> <p>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>	<ul style="list-style-type: none"> <li>• No or limited evidence of engaging with peers or mentor teachers on improving professional practice.</li> <li>• No evidence of reflecting on feedback provided by mentor teachers and/or no or limited evidence of connecting feedback with the need to change practice.</li> <li>• No reflection on how feedback influenced their practice and/or improved student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Receives constructive feedback in a positive and professional manner, and acts upon it promptly.</li> <li>• Sets realistic short and long-term goals based on feedback with the Mentor Teacher.</li> <li>• Analyses the extent to which they have achieved their learning goals.</li> </ul>	<p>Contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice.</p>
<p><b>FOCUS AREA 6.4</b></p> <p>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p>	<ul style="list-style-type: none"> <li>• No or limited understanding of the rationale for continued professional learning and the implications for improved student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of engaging in professional learning either within or beyond a school to improve knowledge and pedagogy to support students' learning and evidence on reflection on how they will or have changed their practice and in doing so any change in student learning.</li> </ul>	<p>Undertake professional learning programs designed to address identified student learning needs.</p> <p>Evidence of contributing ideas/resources to supporting the learning of students in IEP meetings.</p>



The rubric below provides descriptors to assist in self-assessing the quality of your evidence for ACTIVITY 5.

Refer to Canvas for the assessment descriptors.

<b>Self-assessment rubric tool for Activity 5</b>			
<b>APST Focus Area Descriptor</b>	<b>Emerging (Standard Not Met)</b>	<b>Graduate Teacher Level (Standard Met)</b>	<b>Towards Proficient (Standard Exceeded)</b>
<b>FOCUS AREA 3.6</b> Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<ul style="list-style-type: none"> <li>No or limited evidence of evaluating and improving teaching programs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses assessment data to inform and/or modify lessons/unit plans.</li> <li>Reflects on lessons to inform future planning and improve pedagogy.</li> </ul>	Evaluates personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
<b>FOCUS AREA 5.1</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<ul style="list-style-type: none"> <li>No or limited evidence of assessment strategies and/or assessing student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Designs and uses a variety of formative and summative assessment activities to monitor student learning.</li> <li>Analyses student work samples for diagnostic information to inform differentiation and future assessment strategies and tasks.</li> </ul>	Develops, selects and uses informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

<p><b>FOCUS AREA 5.2</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</p>	<ul style="list-style-type: none"> <li>No or limited evidence of feedback to students about their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Builds appropriate reinforcement and feedback into lesson plans.</li> <li>Gives timely, balanced, and targeted feedback to enhance student performance and provides direction for future learning (goal setting).</li> <li>Provides students with opportunities to reflect and comment on their work.</li> </ul>	<p>Provides timely, effective, and appropriate feedback to students about their achievement relative to their learning goals.</p>
<p><b>FOCUS AREA 5.3</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of consistent or comparable judgements during assessment moderation activities and/or judgements of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the process of moderation and the principle of ensuring consistent teacher judgement.</li> <li>Produces assessment plans, tasks, marking criteria, and marking rubrics that demonstrate the moderation of assessment activities.</li> <li>Engages in moderation of assessment.</li> </ul>	<p>Understands and participates in assessment moderation activities to support consistent and comparable judgements of student learning.</p>
<p><b>FOCUS AREA 5.4</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<ul style="list-style-type: none"> <li>No or limited evidence of interpreting student assessment data in teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks.</li> <li>Explains how assessment data has been applied to planning and teaching practice.</li> <li>Analyses student assessment data and identifies strengths and weaknesses in students understanding of core concepts in learning areas.</li> <li>Identifies interventions and modifications to teaching practice as a result of analysis of assessment data.</li> </ul>	<p>Uses student assessment data to analyse and evaluate student understanding of subject/ content, identifying interventions and modifying teaching practice.</p>

<p><b>FOCUS AREA 5.5</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• No or limited evidence of parent/carer contact regarding student achievement.</li> <li>• No or limited evidence of recordkeeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects, organises, and stores assessment data consistent with school policies and procedures.</li> <li>• Records evidence gathered through assessment activities.</li> <li>• Prepares reports identifying the strengths and needs of students and identifying future opportunities for improvement of each student, that could be used for parent/carer interviews.</li> </ul>	<p>Reports clearly, accurately, and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</p>
<p><b>FOCUS AREA 7.3</b></p> <p>Engage with the parents/carers.</p>	<ul style="list-style-type: none"> <li>• Limited or no authentic quality evidence of engagement with parents/carers.</li> <li>• No narrative about the importance of engaging with parents/carers and strategies for doing so.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of direct engagement with families/carers, noting importance of respecting culture and languages and the importance of confidentiality in parent/carer communication.</li> </ul>	<p>Establishes and maintains respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.</p>