



Assessing the Australian Professional Standards for Teachers Graduate career stage



Evidence guide for teachers supervising professional experience placements in Queensland schools



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Professional experience

Professional experience (also referred to as practicum), provides an important avenue through which preservice teachers develop and demonstrate their teaching capabilities under the direct supervision and guidance of experienced, registered teachers.

Nationally accredited initial teacher education (ITE) programs require preservice teachers to complete no fewer than 80 days of well structured, supervised and assessed teaching practice in schools for each undergraduate or double degree; and no fewer than 60 days in graduate-entry programs.

Professional experience represents a developmental continuum during which the preservice teacher moves from high levels of support to collaborative and independent practice and consolidates their academic knowledge with their teaching practice. Professional experience provides opportunities for preservice teachers, their supervising teachers and site coordinators to gather evidence of engagement in planning for a diverse range of students, teaching the required curriculum and managing learning environments, as well as assessing student learning.

Professional experience involves the preservice teacher actively engaging in all aspects of the teaching process, in different school settings and with a range of learners. Successful completion of professional experience is a prerequisite for eligibility for teacher registration in Queensland.

Professional Experience Framework

Queensland's **Professional Experience Reporting Framework** (the Framework) establishes a set of guiding principles for professional experiences with a strong focus on supervisory and professional support arrangements, providing consistency in the fundamental expectations of supervising teachers and school based professional experience coordinators across cohorts, programs and higher education institutions.

The Framework is reflective of the Australian Professional Standards for Teachers (APST) (Graduate career stage) and provides consistency, clarity and guidance for all stakeholders about the roles and responsibilities, terminology, assessment, monitoring and reporting of Queensland preservice teachers undertaking mandatory professional experience as part of their initial teacher education program.

Supervising teachers make assessment judgements using the APST Graduate career stage descriptors. The descriptors have been grouped to assist the supervising teacher's observation and assessment. Some descriptors are dependent on context so may not be assessable for all preservice teachers during a particular professional experience.

Placement types

The professional experience placement is an opportunity for the preservice teacher to test, trial and develop their approach in an environment that is typically not otherwise available to them at their higher education institution. The definition of placement types may vary from one institution to another. Each institution will have a professional experience handbook that outlines expectations and requirements in general, and for specific placements.

A preservice teacher may be involved in any one of the following professional placement types:

- practicum placement - where the preservice teacher is paired with a supervising teacher/s and takes lessons under direct supervision
- internship - where the preservice teacher delivers lessons independently, but with guidance from a supervising teacher where required
- clinical placement - involves the direct training of clinical supervisors who provide support and guidance to a group of preservice teachers on their professional experience placements.

Placement stage and context

In addition to considering the type of placement a preservice teacher may be on, it is also important to factor the stage at which they are undertaking the experience. A preservice teacher may be on a practicum placement at the beginning of their program or at the conclusion of their studies. They may be an undergraduate or graduate-entry student.

Context matters. Certain professional experiences may accelerate growth in particular areas, whilst a change in context may cause a temporary lapse in some skill levels until the new context is mastered. What may be required in terms of teacher knowledge and skill in one context may not be appropriate in another context with a different student cohort, staff profile, school community and range of supports.

Ultimately, the experiences of both the supervising and preservice teacher will be a function of the:

- length of the placement
- professional experience model employed
- stage of the preservice teachers training/study
- experience of the preservice teacher
- school context
- guidance and support provided by the institution.

Role of the supervising teacher

The role of the supervising teacher is to provide professional experiences that will support the development of the preservice teacher and give them opportunities to enhance their capacity to become an effective teacher. Supervising teachers should be exemplary classroom teachers with demonstrated skills in observation, assessment and providing feedback, holding professional conversations and working collaboratively.

Supervising teachers must know and understand the Australian Professional Standards for Teachers, particularly the expectations of the APST Graduate career stage and the difference between the expectations of different career stages.

Key responsibilities include:

- providing advice and information on school and class programs to the preservice teacher including school-specific curriculum, school-wide pedagogy, teaching topics/concepts and planning documents such as unit plans
- discussing the administrative tasks undertaken by teachers in the school and clarifying expectations for the preservice teacher's professional experience
- discussing management procedures and strategies for student behaviour, learning and care, including current classroom rules and routines
- modelling effective pedagogy and behaviour management strategies
- providing learning opportunities that allow the preservice teacher to demonstrate the specific requirements of the professional experience
- reviewing the preservice teacher's lesson and unit plans prior to implementation in a class setting
- providing regular feedback to the preservice teacher (preferably on a daily basis), and time for joint reflection of practice
- encouraging and guiding self-reflection by the preservice teacher
- providing guidance on professionally engaging with colleagues, parents/carers and community
- implementing requirements specified by the relevant teacher education institution
- making assessment judgements based on evidence (gleaned from observations, discussion and documentation provided by the preservice teacher) relevant to the Australian Professional Standards for Teachers at the Graduate career stage; and any other criteria specified by particular teacher education institutions.

Tips for setting the scene

- Is this the first time you have supervised a student from this institution?
- How familiar are you with program and administrative requirements for this institution? [They may differ from requirements at other institutions.]
- How does this placement fit into the program structure for the preservice teacher?
- Does it relate to a specific content unit?
- What units has the preservice teacher already completed?
- What model does the placement follow? Is it a block placement model? If so, how many weeks is it? Is it an integrated unit or a continuous placement model? If so, how many days per week over what period?
- At what stage of their program is the student (beginning, intermediate, final placement)?
- Does the institution have differing expectations of students at different stages of their program?
- What contact do you anticipate having with institution staff in relation to this placement?
- What guidance and support is the institution providing for you and the preservice teacher?
- Is there a professional experience coordinator in your setting?
- Are there setting-based processes in place to support you and the preservice teacher during the professional experience placement?

Role of the preservice teacher

Preservice teachers enrolled in initial teacher education programs are required to demonstrate teaching practice consistent with the Australian Professional Standards for Teachers (Graduate career stage); and to meet other criteria specified by their institution for their professional experience.

Key responsibilities include:

- familiarising themselves with the Australian Professional Standards for Teachers (Graduate career stage) and the requirements of the particular professional experience
- planning, teaching and assessing lessons and units of work based on the Australian and other approved curriculum as specified/required
- providing the supervising teacher with all planning, teaching and assessment documentation, as well as any other applicable hard copy evidence (de-identified as appropriate)
- adhering to all policy, codes and legislative requirements relevant to the site including working with children requirements, appropriate and ethical use of ICT including social media, communication protocols, workplace health and safety and support of the school ethos
- adhering to all privacy and confidentiality requirements
- liaising with the supervising teacher to discuss and reflect on planning, teaching and assessment
- complying with expectations regarding their professional manner and interactions
- being available to meet with the supervising teacher, as well as attending staff and planning meetings etc. as appropriate and as guided by the supervising teacher.

Evidence of knowledge, skills and practice at the Graduate career stage

Evidence is defined as ‘authentic, reliable and valid information that can be used to support a particular idea, conclusion or decision. It can be contained within artefacts, observable actions and products’ (Sim, Freiberg, White, Allard, Le Cornu & Carter 2012).

Evidence of the preservice teacher’s knowledge and skills will usually comprise a combination of artefacts they have developed, used, collected and provided to the supervising teacher; observations of the preservice teacher’s practice made by the supervising teacher and others (with written or verbal reports); discussions with the preservice teacher; and other interactions typical of a school context.

When making any assessment it is essential that the supervising teacher bases his/her judgements on the range of evidence described above. This will help to ensure the consistency and appropriateness of those judgements.

Characteristics of evidence

Evidence of the preservice teacher’s knowledge, skills and practice should:

- cover the domains of Professional Knowledge, Professional Practice and Professional Engagement
- be derived from a range of sources including evidence of student learning and observation of the preservice teacher’s practice
- demonstrate what the preservice teacher has done, including when, how, why
- reflect the preservice teacher’s professional growth
- be relevant to the teaching context (i.e. phase of learning, school setting and sector), noting that it may not be possible to provide direct evidence of some descriptors
- refer to several Standards or descriptors with one artefact.

Observations

The supervising teacher undertakes formal and informal observations of, and provides feedback on, the preservice teacher’s:

- planning and preparation for teaching
- classroom teaching practice, including content knowledge and pedagogy
- classroom behaviours/expectations, including behaviour management strategies
- assessment and recording of learning, including student conferencing and feedback
- engagement in school activities
- professional conduct.

Observations and feedback discussions may be supported by notes/reflections made either by the supervising teacher, the preservice teacher or both.

Note: School-based professionals other than the supervising teacher (for example, the Principal, Deputy Principal, Head of Department, Head of Curriculum, Coaches (Literacy, Numeracy, Pedagogical) Head of Special Education, Professional Experience Coordinator) may also undertake observations and provide feedback.

Examples of evidence

In order to effectively assess the preservice teacher’s demonstration of the APST at the Graduate career stage, in addition to observations, the supervising teacher should consider the categories of evidence listed below. Preservice teachers should be advised about meeting privacy and confidentiality requirements when collating evidence.

- **Teaching and learning programs** – for example, learning experiences and activities, lesson, unit and program plans (including learning goals, strategies), evaluation of teaching and learning programs
- **Resources** – for example, resources, including ICT, developed and/or used, classroom displays
- **Reflection and feedback** – for example, reflections on practice, student feedback, notes of observations of other teachers’ practice
- **Student assessment and learning** – for example, assessment strategies, assessment records, student self/peer assessment feedback, samples of student work, samples of feedback to students, assessment tasks and criteria, reflections on the use of data and assessment to inform practice
- **Collaboration and communication** – for example, records of professional conversations and meetings, resources co-constructed with colleagues, team meeting notes, records of engaging with parents/guardians and the community
- **Professional learning** – for example, engagement in professional learning, or professional learning provided for colleagues
- **Other** – for example, annotated school policies, variations to school routines, risk assessments and other documents relevant to school practices

Assessing professional experience

Assessment decisions

Supervising teachers should consider how the practical, and if possible, the theoretical aspects of initial teacher education programs have been demonstrated in the school setting and provide constructive feedback on a preservice teacher's performance.

This means assessment decisions should be based on where the professional experience placement fits within the ITE program.

- Early in the program evidence and practice should demonstrate the preservice teacher's **engagement** with the Graduate Standard.
- By the end of the program, particularly in the final professional experience, evidence and practice should demonstrate the preservice teacher's **achievement** of the Graduate Standard.

Success indicators

| Engagement | Achievement |
|---|---|
| Successful demonstration of engagement with a Graduate Standard – the preservice teacher: <ul style="list-style-type: none">• with some advice and support is able to link/design/source ...• is usually able to ...• is aware of, understands• has some capacity ...• is often prepared to ...• initiates some ... | Successful demonstration of achievement of a Graduate Standard – the preservice teacher: <ul style="list-style-type: none">• is independently able to link/design/source ...• is consistently able to ...• is fully aware of, applies ...• actively seeks ...• participates fully ...• frequently initiates ... |

Please note: Preservice teachers are provided with a range of opportunities throughout their ITE program, in addition to professional experience, to demonstrate the APST at the Graduate career stage.

Guidelines for decision – making

To assist with consistent observation and assessment of professional experience by supervising teachers across the sectors, the APST Graduate career stage descriptors have been grouped in the five sections used in the suite of documents that make up the **Queensland Professional Experience Reporting Framework**.

1. Planning effectively – preparation for teaching
2. Teaching effectively – enactment of teaching
3. Managing effectively – create safe and supportive learning environments
4. Assessing and recording learning
5. Professional conduct

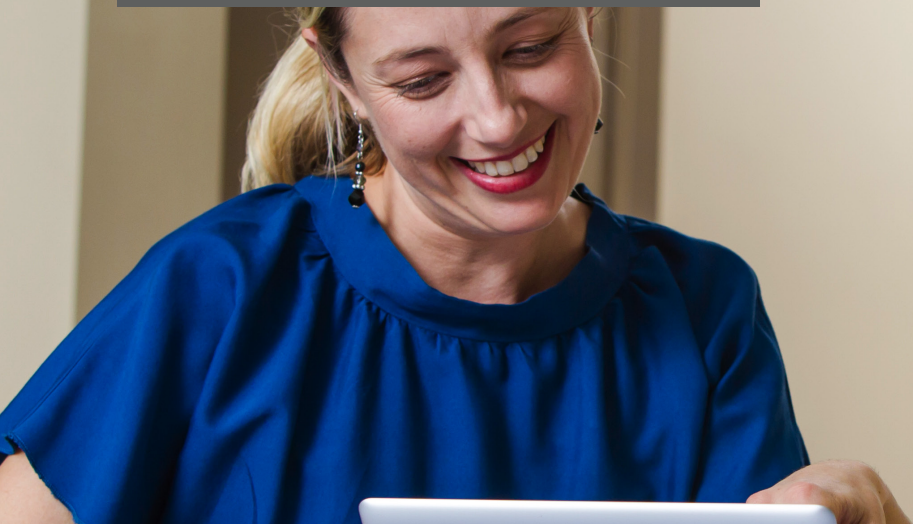
Some descriptors are dependent on context so may not be assessable for all preservice teachers during a particular professional experience.

Examples of evidence for each section are organised under three headings – Artefacts, Observation, Discussion and Reflection.

One quality item can provide evidence to explain, justify or reflect on practice for a range of descriptors.

1

Planning effectively – preparation for teaching



These evidence examples are not an exhaustive list and serve only as an illustration. **They should not be viewed as a checklist.**

Artefacts

- Unit/lesson plans, modified or developed by the preservice teacher, which include a range of teaching strategies, and learning and assessment activities. These plans should demonstrate at minimum, a reference to an approved curriculum/school program, an understanding of differentiation/different learning needs of students, sequencing of content, subject-specific literacy and numeracy demands, connections between content of teaching areas and development of skills, reference to data used to inform practice, appropriate learning goals, identification of resources (human and other)
- Annotated school and system policy documents
- Individual Education Plans/Individual Curriculum Plans (IEPs/ICPs)
- Assessment activities, criteria and guides to making judgements that illustrate how assessment relates to curriculum and learning outcomes
- Where applicable, unit/lesson plans including activities that support participation of individual students with disability and/or diverse learning needs, in accordance with policy and legislative requirements
- Written evaluation by the preservice teacher of implementation of various elements in unit/lesson plan
- Unit/lesson plans, modified by the preservice teacher in response to feedback from supervising teacher and/or student data

Observation

The supervising teacher should check all planning documentation with the preservice teacher prior to a lesson or unit being taught.

Planning check /discussion points (optional)

- Do the learning goals align with the curriculum intent?
- Are the learning goals clearly defined and achievable?
- Is the content organised into an effective teaching and learning sequence?
- Are the lessons linked to knowledge and skills previously learnt as well as future objectives?
- How are key concepts identified and emphasised?
- What approaches are used to represent content in different ways for different learners (differentiation)?
- What resources will be used to expand and enhance curriculum and learning opportunities for students and facilitate student engagement?
- How is student learning to be assessed?
- How is data being used to inform practice?
- Is there evidence of consultation with parents, carers, specialists, support teams and services, if applicable, to meet the learning needs of specific students?

Discussion and reflection

The planning check will provide opportunities for discussion and reflection, and may require the preservice teacher to modify the plans prior to commencement of a lesson and/or during implementation of a planned unit of work.

Discussions should provide the preservice teacher with opportunities to articulate, as well as build on, knowledge and understanding of the Graduate descriptors and their application to planning for effective teaching.

| Descriptor | Engagement For example: | Achievement For example: |
|--|--|---|
| <p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> | <ul style="list-style-type: none"> • Seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • Identifies achievable learning goals for students • Developing awareness of differences in students' learning styles and needs evident in approaches to lesson planning and teaching | <ul style="list-style-type: none"> • Identifies students' specific physical, social and intellectual learning needs • Communicates and interacts in ways appropriate to students' development stages • Considers and makes appropriate modifications to delivery and learning environment • Uses a variety of resources to account for the learning styles and needs of students • Plans differentiated work for students (modified and extension) |
| <p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> | <ul style="list-style-type: none"> • Shows an awareness of the need to differentiate teaching strategies based on student diversity • Is aware that schools have programs and policies relating to inclusivity • Displays cultural sensitivity | <ul style="list-style-type: none"> • Uses effective questioning or other techniques to engage students from diverse backgrounds • Makes explicit connections between aspects of the lesson and student's own contexts • Plans for and respects the diversity of all students within the classroom • Uses culturally sensitive resources, language and strategies in teaching practice |
| <p>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.</p> | <ul style="list-style-type: none"> • Is aware of the need to differentiate teaching to meet the different learning needs of all students • Develops lessons that meet the different needs of many students | <ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources • Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students • Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff |
| <p>2.2 Organise content into an effective learning and teaching sequence.</p> | <ul style="list-style-type: none"> • Sequences individual lessons logically • Demonstrates a developing ability to deliver content within a coherent, sequenced teaching and learning program | <ul style="list-style-type: none"> • Develops logical unit and lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content • Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students |

| Descriptor | Engagement For example: | Achievement For example: |
|--|--|--|
| <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> | <ul style="list-style-type: none"> • Uses the school program as a basis for designing lesson plans and assessment of learning • Accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly | <ul style="list-style-type: none"> • Develops learning sequences that demonstrate clear understanding of students, the curriculum, subject content and of the teaching, assessing and reporting cycle • Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes |
| <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> | <ul style="list-style-type: none"> • Demonstrates through discussion an understanding of teaching strategies to support students' literacy and numeracy achievement • Includes some reference to subject-specific literacy and numeracy requirements in lesson plans | <ul style="list-style-type: none"> • Develops lesson plans that indicate knowledge and understanding of teaching strategies to support students' literacy and/or numeracy achievement • Works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs |
| <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> | <ul style="list-style-type: none"> • Identifies learning goals with respect to curriculum content and specific learning needs based on evidence • Seeks and reflects on feedback from supervising teacher on the effectiveness of learning goals in providing achievable challenges for students | <ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans with explicit, challenging and achievable learning goals for all students • Differentiates curriculum in lesson plans • Knows when students have or have not attained a learning goal |
| <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> | <ul style="list-style-type: none"> • Develops lesson plans detailing learning goals, content, teaching strategies and assessment, as well as sequencing in consultation with the supervising teacher • Seeks to match learning outcomes, content and teaching strategies to class level • Begins to assign appropriate time/weighting to learning outcomes and lesson sequences | <ul style="list-style-type: none"> • Develops lesson plans that display content knowledge, flexibility, logic, sequencing and variety in activities and resources • Utilises the host school's resources to plan appropriate lessons • Reflects with supervising teacher on lesson/unit delivery and data collected to enhance student learning • Draws upon previous lesson delivery and data collected to sequence relevant, engaging and significant learning experiences |

| Descriptor | Engagement | Achievement |
|---|--|--|
| | For example: | For example: |
| <p>AND - DEPENDING ON PLACEMENT CONTEXT</p> <p>1.6 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"> • Is aware of and discusses disability legislative requirements • Discusses how the learning needs of students with different disabilities could be met • Seeks advice and support from appropriate personnel to plan lessons that support the learning of students with different disabilities • Complies with disability legislative requirements | <ul style="list-style-type: none"> • Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs and reflect legislative requirements • Develops a sequence of learning experiences that support the learning of all students with a disability • Complies with disability legislative requirements • Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities |

2

Teaching effectively – enactment of teaching



These evidence examples are not an exhaustive list and serve only as an illustration. **They should not be viewed as a checklist.**

Artefacts

- Unit/lesson plans showing a variety of teaching and learning activities and opportunities for skills practice, including digital pedagogy and learning activities integrating ICT to make content more engaging
- Differentiated activities and teaching strategies designed to engage the students in learning
- Customized resources to suit learning needs of students
- Evidence of student learning including pre- and post-tests, other assessment, annotated samples of student work
- Lesson plans, analysis and reflections that show how the teacher has mapped resources, including ICT, to student learning needs
- Written reflections about appropriateness of content, strategies, activities and resources for context
- Teaching and learning programs or lesson plans modified as a result of evaluation of teaching and student learning
- Meeting notes demonstrating involvement in collaborative discussion, evaluation and reflection

Depending on context

- Unit/lesson plans and/or student work samples which show understanding of and respect for the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
- Lesson plans, reflections, communication examples which show how parents/carers' skills, knowledge and expertise have been used in accordance with school protocols to enhance teaching and learning programs

Observation

It is expected that the supervising teacher and preservice teacher will establish an observation focus for each lesson.

Lesson observation tips

- How was the lesson linked to knowledge and skills previously learnt?
- What evidence was there of the ability to respond to students' different learning needs?
- How were key concepts identified and emphasised? Were explanations clear and concise?
- Did the teaching strategies and learning activities align with the content of the lesson?
- What approaches were used to represent content in different ways to engage and motivate different learners?
- How were ICT and other resources used to expand and enhance curriculum and learning opportunities?
- Was the pacing of the lesson and timing of activities appropriate?
- Were higher order questions used in the lesson?
- Was adequate wait time used for question responses?
- Was there evidence of probing responses to questions?
- Was there opportunity for review of and reflection on the lesson by the students?
- Did the structure of the lesson facilitate student engagement?
- Were verbal and visual communication strategies used effectively?
- Did the preservice teacher model acceptable and precise language?
- Was the language used appropriate to the content and context?
- Is it evident that the preservice teacher responded to previous feedback?

Discussion and reflection

The supervising teacher's observation feedback (written or verbal) on the agreed observation focus, which may include for example, range and effectiveness of demonstrated teaching strategies, student engagement, content knowledge, communication skills, and use of resources including ICT, will provide opportunities for discussion and reflection. The preservice teacher should be encouraged to regularly reflect on the questions:

- What impact did I have on student learning?
- How do I know?

Discussions should provide the preservice teacher with opportunities to articulate, as well as build on, knowledge and understanding of the Graduate descriptors and their application to effective teaching.

| Descriptor | Engagement For example: | Achievement For example: |
|---|---|---|
| <p>2.1 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"> • Articulates and explains the content of the lesson • Answers content-related questions from students • Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context | <ul style="list-style-type: none"> • Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents • Uses strategies and activities that engage learners with teaching area content |
| <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> | <ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful • Incorporate ICT resources into lessons to enhance students' learning | <ul style="list-style-type: none"> • Develops teaching and learning lesson plans/ programs that link to syllabus outcomes/objectives taking into account available resources, with a broad range of ICT teaching and learning activities • Utilises range of subject/ learning area/ stage appropriate software |
| <p>3.3 Include a range of teaching strategies.</p> | <ul style="list-style-type: none"> • Plans and incorporates a range of teaching strategies • Includes a basic range of teaching strategies | <ul style="list-style-type: none"> • Draws upon pedagogical knowledge to adapt, improvise and inform selection of strategies for the teaching of content and outcomes, as well as class management • Has a repertoire of teaching strategies to engage learners |

| Descriptor | Engagement For example: | Achievement For example: |
|---|--|---|
| <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> | <ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning Selects resources in consultation with supervising teacher to ensure accurate content is presented in lessons | <ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources Uses a variety of technologies to engage students Selects or develops engaging resources appropriate to student developmental levels Identifies and accesses a range of curriculum support materials |
| <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> | <ul style="list-style-type: none"> Uses oral and written communication skills, including the promotion of standard Australian English Uses appropriate vocabulary to develop conceptual understanding Employs techniques such as open/closed questioning Begins to acknowledge and develop student responses in an inclusive manner Uses nonverbal forms of communication | <ul style="list-style-type: none"> Uses effective oral and written communication skills, including the promotion of standard Australian English Effectively uses vocabulary and metalanguage to develop conceptual understanding Employs a range of questioning techniques to elicit understanding Responds to students in an inclusive manner Uses voice effectively Uses nonverbal forms of communication, such as teacher presence, pausing, circulating effectively |
| <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> | <ul style="list-style-type: none"> Accesses assessment data in consultation with the supervising teacher Reflects on lessons to inform future planning and to improve pedagogy | <ul style="list-style-type: none"> Uses student assessment data to inform and/or modify lesson/units plans Reflects on lessons to inform future planning and improve pedagogy |
| <p>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> | <ul style="list-style-type: none"> Sets short-term teaching goals in discussion with supervising teacher Receives constructive feedback in a positive and professional manner Acts promptly in applying feedback to improve teaching practices | <ul style="list-style-type: none"> Receives constructive feedback in a positive and professional manner, and acts upon it promptly Sets realistic short and long-term goals with supervising teacher Analyses the extent to which they have achieved their learning goals |

| Descriptor | Engagement | Achievement |
|---|--|---|
| | For example: | For example: |
| <p>AND - DEPENDING ON PLACEMENT CONTEXT</p> <p>1.4</p> <p>Demonstrate broad knowledge and understanding the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</p> | <ul style="list-style-type: none"> Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds Investigates the local community, cultural setting, and linguistic background of Aboriginal and Torres Strait Islander students in class | <ul style="list-style-type: none"> Selects strategies to engage students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement Integrates culturally sensitive resources, language and strategies in teaching practice Seeks advice, assistance and guidance from persons such as Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities where possible Develops individual learning programs for students from the local community and cultural setting If applicable, participates in fieldwork or community activities to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages |
| <p>AND - DEPENDING ON PLACEMENT CONTEXT</p> <p>2.4</p> <p>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> | <ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions | <ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages 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 |
| <p>AND - DEPENDING ON PLACEMENT CONTEXT</p> <p>3.7</p> <p>Describe a broad range of strategies for involving parents/carers in the educative process.</p> | <ul style="list-style-type: none"> Communicates appropriately with parents/carers Consults with the supervising teacher in order to understand school-home connections (e.g. the school homework policy) Explores established structures in the school to encourage parents/carers to be involved in school or classroom activities | <ul style="list-style-type: none"> Interacts professionally and respectfully with parents/carers Connects school learning to the home context Draws on resources within the community to enhance lesson/unit content Follows established structures in the school to encourage parents/carers to be involved in school or classroom activities |

3

Managing effectively – create safe and supportive learning environments



These evidence examples are not an exhaustive list and serve only as an illustration. **They should not be viewed as a checklist.**

Artefacts

- Notes and/or annotated school policies, including behaviour management policies and procedures, discipline and welfare policies, safety requirements, ICT protocols
- Classroom organisation notes or management plans
- Classroom rules developed in consultation with students
- Individual student behaviour plans
- Annotated class roll to display awareness of students' needs and backgrounds
- Written reflections about appropriateness of classroom and behaviour management strategies
- Lesson plans with clear opening and closure and realistic time frames for a variety of tasks
- Observation and discussion notes which show reflection on student interactions, expectations, consequences and follow up
- Documents such as emails, referral forms that show how the preservice teacher follows up issues and ensures students complete tasks

Observation

It is expected that the supervising teacher and preservice teacher will establish an observation focus for each lesson.

Lesson observation tips

- Was there evidence of the establishment and maintenance of rules or routines?
- Were rules consistently applied to all students/situations?
- How were transitions managed in the class?
- Was access to and distribution of resources taken into account?
- Was movement and positioning of students considered?
- Was the physical space used in a way that maximised learning?
- Was the preservice teacher accessible to all students?
- Was the preservice teacher continually monitoring/ scanning all students throughout the lesson?
- Were all learners provided with opportunities to engage and/or participate?
- Were learners encouraged and offered constructive feedback?
- Was there modelling of respect, politeness and positive language and tone when dealing with students?
- Were school discipline and welfare policies applied where appropriate?

Discussion and reflection

The supervising teacher's observation feedback (written or verbal) on the agreed observation focus, which may include for example, classroom management, communication, behaviour management strategies, policy application, will provide opportunities for discussion and reflection. The preservice teacher should be encouraged to regularly reflect on the questions:

- What impact did I have on student learning?
- How do I know?

Discussions should provide the preservice teacher with opportunities to articulate, as well as build on, knowledge and understanding of practical strategies for creating rapport with students; managing student behaviour; and supporting students' wellbeing and safety within school and system curriculum and legislative requirements.

| Descriptor | Engagement | Achievement |
|--|---|---|
| | For example: | For example: |
| <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> | <ul style="list-style-type: none"> • Discusses strategies with the classroom teacher • Demonstrates respect for students as individuals and learners • Trials and reflects upon the success of strategies to support student engagement | <ul style="list-style-type: none"> • Contributes to an inclusive classroom where all students are acknowledged as individuals • Models an enthusiastic and positive attitude towards teaching and learning • Uses a range of effective strategies for engaging students • Acknowledges students' contributions and allows students to respond appropriately |
| <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> | <ul style="list-style-type: none"> • Has strategies to learn and use students' names • Records observations and discusses techniques that teachers use to establish classroom routines and support students with learning tasks • Trials and reflects upon the implementation of classroom management strategies | <ul style="list-style-type: none"> • Implements clear expectations, protocols and/or rules and consequences • Employs classroom routines consistently to maximise student learning • Delivers lessons that are paced and sequenced to meet the needs of the students |
| <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.</p> | <ul style="list-style-type: none"> • Remains calm and fair • Discusses possible strategies to be employed to improve classroom management and trials different approaches • Understands the need to establish and work within an identifiable welfare/classroom management system • Shows understanding of need for clear expectations and consequences • Investigates school discipline and welfare policies, including school's referral process | <ul style="list-style-type: none"> • Develops learning activities that motivate and engage students • Demonstrates an understanding of situations that trigger challenging behaviour • Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context • Demonstrates a range of strategies to refocus students • Implements school discipline and welfare policies, including school's referral process |

4

Assessing and recording learning



These evidence examples are not an exhaustive list and serve only as an illustration. **They should not be viewed as a checklist.**

Artefacts

- Assessment tasks and instructions, marking criteria or rubrics, guides to making judgements that reference curriculum/unit outcomes or objectives
- Differentiated assessment tasks and activities that include different modes of presenting information to meet the variety of needs including extending high-achieving students and/or allowing for success for students with learning needs
- Written feedback to students
- Evidence of student learning including pre- and post-assessment, diagnostic assessment, anecdotal records, digital evidence (podcasts, vodcasts), completed worksheets
- Moderation meeting notes, annotated sample student responses, lesson evaluation notes
- Data gathering tools such as checklists developed or adapted by preservice teacher
- Examples of lesson plans or excerpts from program showing planned assessments and strategies to be used
- Student work samples analysed for diagnostic information
- Logs of student conferences outlining feedback given to students on progress and achievement
- Teaching and learning programs and/or lesson plans that show modifications to address specific issues for all students, including high achievers, identified by assessment data
- Description of intervention techniques for students as a result of the data compiled following assessment of learning
- Accurate, comprehensive assessment records maintained for each student and used to assist reporting to parents
- Records of engagement by the preservice teacher with parents/carers such as phone calls, email, meetings

Observation

It is expected that the supervising teacher and preservice teacher will establish an observation focus for each lesson.

Assessment observation tips

- How was student progress monitored throughout the lesson?
- How was feedback provided to the students?
- Was feedback appropriate and aligned with the lesson's learning intentions?
- What evidence was used to know if students have met (or not) the learning goals of the lesson?

Discussion and reflection

The supervising teacher's observation feedback (written or verbal) on the agreed observation focus, which may include, for example, formal and informal feedback, questioning techniques, and assessment strategies and artefacts, will provide opportunities for discussion and reflection. The preservice teacher should be encouraged to regularly reflect on the questions:

- What impact did I have on student learning?
- How do I know?

Discussions should provide the preservice teacher with opportunities to articulate, as well as build on, knowledge and understanding of the Graduate descriptors and their application to assessing and recording learning.

| Descriptor | Engagement | Achievement |
|---|---|---|
| | For example: | For example: |
| <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> | <ul style="list-style-type: none"> • Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher • Records and uses assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning | <ul style="list-style-type: none"> • Designs and uses a variety of formative and summative assessment activities to monitor student learning • Analyses student work samples for diagnostic information to inform differentiation and future assessment strategies and tasks |
| <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> | <ul style="list-style-type: none"> • Provides feedback to students about their learning progress • Provides appropriate encouragement to students | <ul style="list-style-type: none"> • Builds appropriate reinforcement and feedback into lesson plans • Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting) • Provides students with opportunities to reflect and comment on their own work |
| <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> | <ul style="list-style-type: none"> • Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics • Seeks information from supervising teacher about school or system assessment and moderation policies | <ul style="list-style-type: none"> • Understands the process of moderation and the principle of ensuring consistent teacher judgement • Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities • Engages in moderation of assessment |
| <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> | <ul style="list-style-type: none"> • Considers the types of evidence required to effectively evaluate student learning • Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher • Analyses samples of student work to identify learning need | <ul style="list-style-type: none"> • Evaluates lessons and modifies lesson plans based on evidence gathered through assessment tasks • Explains how assessment data has been applied to planning and teaching practice • Analyses student assessment data and identifies strengths and weaknesses in students understanding of core concepts in learning areas • Identifies interventions and modifications to teaching practice as a result of analysis of assessment data |
| <p>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.</p> | <ul style="list-style-type: none"> • Discusses student achievement with the supervising teacher • Familiarises self with the school's reporting procedures and policies | <ul style="list-style-type: none"> • Collects, organises and stores assessment data consistent with school policies and procedures • Records evidence gathered through assessment activities • Prepares reports identifying students strengths and weaknesses and identifying future opportunities for improvement of each student, that could be used for parent/carer interviews |

5

Professional conduct



These evidence examples are not an exhaustive list and serve only as an illustration. **They should not be viewed as a checklist.**

Artefacts

- Lesson plans, communications etc. which model and/or show explicit outcomes and strategies to promote safe, responsible and ethical use of ICT in learning and teaching
- Lesson plans and assessment tasks that model and/or include clear guidelines to students about plagiarism, referencing conventions and academic honesty
- Lesson plans, observation notes, annotated school and system policies and procedures, or reflections that show awareness and implementation of policies covering, for example, discipline, welfare, bullying, risk assessment
- Correspondence, meeting records or risk assessment documentation showing referrals where relevant, reports of issues or incidents to appropriate personnel, evidence of implementation of mandatory policy
- Documentation such as marked and annotated student attendance records
- Communication with parents/carers, for example opportunities for parent/carer contributions to class newsletters etc., planning documents for meetings with parents/carers, emails

Observation

The preservice teacher's professional conduct will be on display throughout the placement through interactions with staff, colleagues, students, parents/carers and external professionals; and through his/her attitude towards and application of legislative, system and school requirements.

Tips for observing professional conduct

- Was the preservice teacher punctual and appropriately dressed?
- Was there participation in school activities such as duties, staff meetings and professional development?
- Was there engagement with school staff and/or external professionals?
- Were respectful collaborative relationships established/maintained?
- Was the language and tone of communications appropriate?
- Were legislative, system and school requirements understood and followed?
- Have mandatory requirements been met?
- Were classroom safety practices implemented?

Discussion and reflection

The supervising teacher's observation feedback (written or verbal) regarding, for example, communication skills, interactions with school personnel, immersion in the life of the school, implementation of policies and procedures, will provide opportunities for discussion and reflection.

Discussions should provide the preservice teacher with opportunities to articulate and build on their understanding of the importance of working ethically; collaborating with colleagues, external professional and community representatives; contributing to the life of the school; and where appropriate, working with parents/carers in recognition of their role in their children's education.

| Descriptor | Engagement | Achievement |
|--|---|--|
| | For example: | For example: |
| <p>4.4 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"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Trials and reflects upon practices for student well-being after discussion with the supervising teacher • Records student attendance, absence and safety concerns as required | <ul style="list-style-type: none"> • Discusses and applies specific requirements, including planning that supports school policies including, for example, student safety, welfare, risk management, code of conduct, WHS, duty of care, child protection • Demonstrates the management of student behaviour and safety in accordance with mandatory policies |
| <p>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.</p> | <ul style="list-style-type: none"> • Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g. cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) | <ul style="list-style-type: none"> • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law • Models responsible and ethical use of ICT • Responds appropriately when there is evidence of unethical student use of ICT |
| <p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> | <ul style="list-style-type: none"> • Behaves ethically and respects the confidentiality of student and school information • Communicates effectively and interacts professionally with colleagues • Reflects on personal and professional ethical practice | <ul style="list-style-type: none"> • Demonstrates knowledge of the relevant codes of ethics that underpin the educational context • Reflects critically on personal and professional practice • Communicates effectively and interacts professionally with colleagues |
| <p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</p> | <ul style="list-style-type: none"> • Seeks out and discusses school and system policies and procedures • Describes relevant legislative, administrative and organisational policies and processes • Understands mandatory reporting requirements | <ul style="list-style-type: none"> • Seeks clarification and complies with legislative, school and system policies procedures and processes, including those related to discipline and welfare • Follows mandatory reporting requirements |

| Descriptor | Engagement | Achievement |
|---|--|--|
| <p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p> | <p>For example:</p> <ul style="list-style-type: none"> Shows willingness to participate with school staff in a range of activities Discusses how external professionals and community representatives can help to enhance teachers' knowledge and practice | <p>For example:</p> <ul style="list-style-type: none"> Participates with school staff, external professionals and community representatives in a range of activities and programs Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development |
| <p>AND - DEPENDING ON CONTEXT</p> <p>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p> | <ul style="list-style-type: none"> Communicates respectfully and appropriately with school staff, visitors, parents and carers Describes strategies for working effectively with parents/carers | <ul style="list-style-type: none"> Establishes respectful collaborative relationships with parents/carers Uses appropriate language, written and oral, and follows school protocols to communicate with parents/carers |

6

Descriptors assessed through course work

Not all Graduate descriptors can be easily assessed in a professional experience setting. Accordingly it has been determined that the following four descriptors are better assessed in coursework and do not require assessment by the supervising teacher.

Descriptor

1.2

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

6.1

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

6.2

Understand the relevant and appropriate sources of professional learning for teachers.

6.4

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

During professional experience placements preservice teachers should, however, be encouraged to seek opportunities to:

- contribute to staff and curriculum meetings where appropriate
- participate in professional teams
- engage in collegial sharing of knowledge and resources
- reflect on their teaching and seek advice on ways to develop professionally and improve performance.

Reference

Sim, C, Freiberg, J, White, S, Allard, A, Le Cornu, R & Carter, B 2012, 'Using Professional Standards: Assessing work integrated learning in initial teacher education' [online resource], Australian Teaching and Learning Council, Melbourne, available at www.teacherevidence.net

