



**Flinders
University**

Student Name: _____

ID: _____

Early Childhood

Professional Experience Handbook

2023

Bachelor of Early Childhood Education (Birth-8)

*Bachelor of Inclusive and Specialised Education (Early
Childhood)*

Bachelor of Education (Early Childhood)/Bachelor of Arts

*Bachelor of Education (Early Childhood)/Bachelor of Special
Education*

Master of Teaching (Early Childhood)

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

flinders.edu.au

2023 Professional Experience Calendar | Early Childhood

Week	Dates	Year 1 Undergraduate	Year 1 Master of Teaching	Year 3 Undergraduate	Final Year Year 4 – Undergraduate Year 2 – Master of Teaching
'0'	20 Feb	Orientation week			Some scheduled classes
1	27 Feb	Semester Commences			Final Year EDUC4740/9304 10 Days to be completed Term 1 from 31 st January
2	06 Mar				
3	13 Mar	13 th March Public Holiday			
4	20 Mar				
5	27 Mar				
6	03 April	Easter 2023	Easter 2023	Easter 2023	Easter 2023
	10 April	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break
	17 April	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i>	Mid-Semester Break <i>State School Vacation</i> Education Week
7	24 April	25 th April Anzac Day <i>State School Vacation</i>	<i>State School Vacation</i>	<i>State School Vacation</i>	<i>State School Vacation</i>
8	01 May	Year 1 EDUC1221 1 st May – 2 nd June 5 day placement			Final Year EDUC4740/9304 1 st May – 9 th June 6 week block
9	08 May				
10	15 May				
11	22 May				
12	29 May				
13	05 June			Year 3 EDUC3640 5 th June – 7 th July 5 single days over 5 weeks	
14	12 June	12 th June Queen's B'day			
	19 June	Exams			
	26 June	Exams			
	03 July	Semester Break	Semester Break	Semester Break	Semester Break
	10 July	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>	Semester Break <i>State School Vacation</i>
	17 July	Suppl. Exam period <i>State School Vacation</i>	Suppl. Exam period <i>State School Vacation</i>	Suppl. Exam period <i>State School Vacation</i>	Suppl. Exam period <i>State School Vacation</i>
1	24 July	Year 1 EDUC1242 24 th July – 29 th Sept 10 day placement		Year 3 EDUC3640 24 th July – 1 st Sept 6 week block	
2	31 Jul				
3	07 Aug				
4	14 Aug				
5	21 Aug				
6	28 Aug		Year 1 MTeach EDUC9231 28 th Aug – 29 th Sept 5 single days over 5 weeks		
7	04 Sept				
8	11 Sept				
	18 Sept	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break	Mid-Semester Break
	25 Sept				
9	02 Oct	2 nd Oct. Labour Day <i>State School Vacation</i>	<i>State School Vacation</i>	<i>State School Vacation</i>	<i>State School Vacation</i>
10	09 Oct				
11	16 Oct		Year 1 MTeach EDUC9231 16 th Oct – 24 th Nov 6 week block		
12	23 Oct				
13	30 Oct				
	06 Nov	Exam period	Exam period	Exam period	Exam period
	13 Nov				
	20 Nov	Break	Break	Break	Break
	27 Nov				
	04 Dec	(Exam Board)	Suppl. Exam period	Suppl. Exam period	Suppl. Exam period
	11 Dec				

Please note: Lead-in visits for all placements are to be negotiated between the site & pre-service teacher. Lead-in visits for **Country block placements** are usually undertaken in the week prior or following the block period. Pre-service teachers let the topic coordinator know dates for insurance/admin purposes via email.

Contents

Contact Information.....	4
Introduction	5
Executive Summary.....	6
Course Study Plans.....	7
Placement Sequence.....	10
Professional Experience Overview.....	10
Accreditation Requirements.....	11
Overview for Pre-Service Teachers & Mentors.....	12
Assessment Flow Chart (including 'At Risk' information)	13
Specific Information for Pre-Service Teachers.....	14
Attendance Requirements.....	15
Clearance Requirements.....	17
Planning File.....	19
Planning for Children's learning.....	20
Planning Templates.....	21
Block Placements.....	23
Assessment.....	29
Pre-Service Teachers 'At Risk' of failing.....	31
Record of Visits.....	33
Special Education.....	35
EDUC4882 Respectful Teaching with Infants and Toddlers.....	37
Appendices.....	38
Interim Review Example.....	38
Report Example.....	39
At Risk Example.....	41
Australian Professional Standards for Teachers.....	43

Contact Information

Course Coordinator

First-Year MTeach Placement Coordinator: Rachael Hedger

Office: Education Building, Room 5.47 Phone: 8201 2087

Email: rachael.hedger@flinders.edu.au

Rachael can address queries regarding the purpose of the site placement. She is also available for consultation over any professional or behavioural issues that may arise during this Professional Experience. Rachael can be contacted via phone/email or is available, by appointment, for site coordinators and pre-service teachers (PST).

Third and Final Year Placement Coordinator: Linda Gray

Office: Education Building, Room 5.41 Phone: 8201 3406

Email: linda.gray@flinders.edu.au

Linda can address queries regarding the purpose of the site placement. She is also available for consultation over any professional or behavioural issues that may arise during this Professional Experience. Linda can be contacted via phone/email or is available, by appointment, for site coordinators and pre-service teachers (PST).

WIL Support Officer: Melinda Nathan

Phone: 8201 3328 Email: eceprofexp@flinders.edu.au

Please contact your WIL Support Officer regarding any issues about the suitability of the site placement, certificates required for placement and report issues. If the WIL Support Officer is not available, then these issues can be addressed through the Director of Professional Experience.

Director of Professional Experience: Jackie Thomson

Office: Education Building, Room 5.66 Phone: 8201 3348

Email: jackie.thomson@flinders.edu.au

Professional Experience Website:

Students: <https://students.flinders.edu.au/my-course/placements/compliance/education>

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



Introduction

To the Principals, Directors, and Mentors reading this handbook, thank you for your commitment and support of the Flinders University Early Childhood programs. We look forward to working with you. To early childhood pre-service teachers reading the book, we hope you feel the satisfaction of making a significant contribution to children's learning through your professional experience.

This handbook provides clear guidelines for pre-service teachers and their Mentors with regard to expectations. Throughout the book, the term 'pre-service teacher' is used to refer to Flinders early childhood students.

Professional experience in the early childhood courses at Flinders University are underpinned by a commitment to pre-service teachers making a meaningful contribution to children's learning and to the site's curriculum priorities or focus. In many sites, pre-service teachers will make this contribution through their participation in an inquiry project identified by the site.



As we are sure you are aware, please remember that in order to comply with [duty of care responsibilities](#), pre-service teachers must not be left alone with the children with whom they are working. For further information regarding our respective responsibilities please see the [Administrative Procedures for Students/Work Integrated Learning policy](#) on the Flinders University website.

Thank you for welcoming the pre-service teachers into your site. The relationship that the pre-service teacher develops with you as they observe and work in your setting is fundamental to the development of their skills, attitudes, dispositions, and knowledge about teaching in the early years

Printed January 2023

The information in this Early Childhood Education Professional Experience Handbook is accurate at the time of printing. However, please refer to the Professional Experience Website (links on p. 3) for any amendments after this date.

Key roles and responsibilities for Early Childhood Professional Experience

Director/ Principal	<p>Your role as a leader is vital to the ongoing partnership between your site and Flinders University. Principals and directors play a pivotal role in ensuring the smooth operation of the site based learning component of teacher education. They welcome, encourage, monitor, support, communicate and problem solve as required. Principals, directors and site practicum coordinators liaise with appropriate Flinders University personnel as the need arises.</p> <p>If you have any administrative queries, please feel free to call the Professional Experience Office. Contact details can be found on the contact information page of this handbook.</p>
Site Coordinator <i>(person on site responsible for pre-service teachers)</i>	<p>Responsibilities of the <i>Site Coordinator</i>:</p> <ul style="list-style-type: none"> • Identify a Mentor for each pre-service teacher. • Act as point of contact with Flinders University. • Complete a site induction and ensure the pre-service teacher is aware of site policies & procedures. • Sign off on the final report (excluding Year 1) • Support the Mentor with any 'At-risk' Pre-service teachers.
Mentor Teacher <i>(We prefer the term 'Mentor' to 'supervisor' as it reflects a collegial rather than a 'top-down' relationship)</i>	<p>Responsibilities of the <i>Mentor Teacher</i>:</p> <ul style="list-style-type: none"> • If you have identified a project: discuss the Pre-service teacher's role in the project and outline your expectations. • Talk with the pre-service teacher/s about any events they will need to be aware of during their placement, or any particular curriculum focus during this time. • Talk with the pre-service teacher about the teaching that they will undertake and the gradual release of responsibility over the placement. • Offer professional Mentoring as pre-service teachers progress through the placement including supporting them with regular feedback. • Verify the pre-service teacher's days of attendance, referring to the site's 'Visitor Book' • In collaboration with the University Liaison, provide feedback on the interim review (for block placements), and contribute to the final placement report (Year 2 onward) referring to the Australian Professional Standards for Teachers.
University Liaisons	<p>Responsibilities of <i>University Liaisons</i>:</p> <ul style="list-style-type: none"> • Visit the site at least twice for second year pre-service teachers and three times for pre-service teachers completing a block placement. • Observe the pre-service teacher teaching a session and provide feedback. • Provide feedback and guidance on interim and final reports, in collaboration with the Mentor teacher. Ensure pre-service teachers and Mentor teacher correctly complete their section of the report through the InPlace online system, and provide final feedback summary. • Monitor progress of pre-service teacher, and use 'at-risk' process to ensure any concerns are addressed, with the aim being a successful placement. • <i>Final Professional Experience: support and monitor the completion of the TPA.</i>
Flinders academic Staff	<p>Responsibilities of <i>Flinders academics</i>:</p> <ul style="list-style-type: none"> • Present lectures and prepare pre-service teachers for the professional experience. • Support all parties with any questions or concerns throughout the placement. • Use tutorials in relevant topics to reflect on the professional experience. • Sustain partnerships with sites and schools, including some 'University Liaison' work.
WIL Support Officer (Early Childhood)	<p>Responsibilities of the <i>WIL Support Officer</i>:</p> <ul style="list-style-type: none"> • Liaise with sites to organise placement opportunities for all Pre-Service Teachers • Monitor Pre-Service Teachers certificates and compliance documents • Monitor and generate reports in Flinders Professional Experience Reporting System
Pre-Service Teacher	<p>Responsibilities of the <i>Pre-service teacher</i>:</p> <ul style="list-style-type: none"> • Contact the site to arrange the first visit for the semester, and negotiate appropriate days/times for lead-in visits. • Set up and maintain a planning file that evidences achieving the APST's, records key site information, children's learning and own professional learning. • Attend the site on the arranged days and times, minimum 7.5 hours. Sign in and out of the site every placement day (e.g. using the 'Visitor Book') as evidence of your attendance. • Contribute to the inquiry project as negotiated with your Mentor. • Work within the policies and practices of the setting, and demonstrate commitment, enthusiasm, initiative, effort and professionalism in a full-time capacity. • Plan for and engage children in meaningful learning. Demonstrate the desired learning outcomes of this professional experience, and the ability to perform as a new teaching graduate. • Use the Australian Professional Standards for Teachers as a framework for reflection on your professional experience, and document this in your planning file as evidence towards your certification as a registered teacher, in the spirit of 'Standard 6: Engage in professional learning'. • <i>Final Professional Experience: Complete the Teaching Performance Assessment.</i>

Course Study Plans

Bachelor of Education (Early Childhood)/Bachelor of Arts

Major Topics:	Minor Topics:	Elective Topics	Education Topics:
---------------	---------------	-----------------	-------------------

First Year	Major First Level topic	Minor First Level topic	Arts Elective First Level topic	EDUC1120 Teaching and Educational Contexts	
	Major First Level topic	Minor First Level topic	Arts Elective First Level topic	EDUC1221 Play, Learning and Development	EDUC1225 Professional Experience: Year 1 (Early Childhood)
Second Year	Major Second Level topic	Minor Second Level topic	Major Second or Third Level topic	EDUC2321 The Expressive Arts in Early Childhood	EDUC2324 Professional Experience: Year 2A (Early Childhood)
	Major Second Level topic	Major Second or Third Level topic	EDUC2420 Teaching Indigenous Australian Students Core	EDUC2421 Literacy and Numeracy Birth-4	EDUC2424 Professional Experience: Year 2B (Early Childhood)
Third Year	Major Third Level topic	Minor Second or Third Level topic	EDUC3521 Language, Literature and Literacies (4-8)	EDUC3522 Pedagogies of Belonging	EDUC3528 Professional Experience Year 3A: (Early Childhood)
	EDUC3618 Numeracy and Multiliteracies in Design and Technology	EDUC3622 Thinking and Working Mathematically	EDUC3623 Health and Physical Education in Early Childhood	EDUC3640 Professional Experience: Year 3B (Early Childhood) Students <u>must</u> meet pre-requisites	
Fourth Year	EDUC4722 Critical Pedagogies for a Changing World	EDUC4723 Investigating Early Years Curriculum and Pedagogy Needs EDUC3640	EDUC4724 Science and Technology in the Early Years	EDUC4740 Professional Experience: Final Assessment for Registration (Early Childhood) Students <u>must</u> meet pre-requisites	
	Major Third Level topic	Minor Second or Third Level topic	Education Elective	EDUC4820 The Professional Educator	

***Please note that this is a typical study plan for this particular degree. For various reasons this plan may be altered slightly to cater for each student's individual needs.*

Bachelor of Education (Early Childhood)/Bachelor of Special Education

Core topics		Options			
Students Choose either Mathematics or English Option List					
First Year	S1	DSRS1215 Communication and Language (4.5 units)	EDUC1120 Teaching and Educational Contexts (4.5 units)	EDUC1224 Foundations of Special Education (4.5 units)	EDUC1XXX Language Development (4.5 units)
	S2	EDUC1221 Play, Learning and Development (4.5 units)	EDUC1225 Professional Experience: Year 1 (Early Childhood) (0 units) & EDUC1228 Students with Learning and Behavioural Difficulties (4.5 units)	EDUC1XXX Number and Algebra in Inclusive Classrooms (4.5 units)	Option Topic 1 <i>English</i> - EDUC2421 Literacy and Numeracy: Birth-4 (4.5 units) <i>Mathematics</i> – NMCY1001 Academic and Professional Numeracy (4.5 units)
Second Year	S1	DSRS2231 Augmentative and Alternative Communication (4.5 units)	EDUC2323 Students with Numeracy Difficulties (4.5 units)	EDUC2321 The Expressive Arts in Early Childhood (4.5 units) & EDUC2324 Professional Experience: Year 2A (Early Childhood) (0 units)	EDUC3522 Pedagogies of Belonging (4.5 units) (4.5 units of EDUC topics)
	S2	EDUC2423 Students with Literacy Difficulties (4.5 units)	DSRS2234 Direct Instruction (4.5 units) & EDUC2424 Professional Experience: Year 2B (Early Childhood) (0 units)	Option Topic 2 <i>English</i> – EDUC2XXX Children’s Literature, the EYLF and the Australian Curriculum (4.5 units) <i>Mathematics</i> – MATH2XXX Measurement and Geometry in Inclusive Classrooms (4.5 units)	Option Topic 3 <i>Mathematics</i> - EDUC2421 Literacy and Numeracy: Birth-4 (4.5 units) <i>English</i> – EDUC2420 Teaching Indigenous Australian Students
Third Year	S1	DSRS3221 Positive Behaviour Support (4.5 units)	EDUC3528 Professional Experience: Year 3A (Early Childhood) (0 units) & EDUC4722 Critical Pedagogies for a Changing World (4.5 units)	EDUC4721 Differentiation for Diverse Learners (Primary) (4.5 units)	EDUC4724 Thinking and Working Scientifically in the Early Years (4.5 units)
	S2	EDUC3618 Numeracy and Multiliteracies in Design and Technology (4.5 units)	EDUC3622 Thinking and Working Mathematically (4.5 units)	EDUC3623 Health and Physical Education in Early Childhood (4.5 units)	EDUC3640 Professional Experience: Year 3B (Early Childhood) (4.5 units)
Fourth Year	S1	EDUC4723 Investigating Early Years Curriculum and Pedagogy (4.5 units)	EDUC4731 Assessment and Programming in Special Education (4.5 units)	EDUC4732 Functional Curriculum Design for Students with Disabilities (4.5 units)	EDUC4740 Professional Experience: Final Assessment (Early Childhood) (4.5 units)
	S2	DSRS4111 Introduction to Intellectual Disability (4.5 units)	DSRS4109 Autism Spectrum Disorders (4.5 units)	EDUC4820 The Professional Educator (4.5 units)	Option Topic 4 <i>English</i> – DSRS4112 Sensory, Physical and Multiple Disabilities (4.5) <i>Mathematics</i> - EDUC2420 Teaching Indigenous Australian Students

***Please note that this is a typical study plan for this particular degree. For various reasons this plan may be altered slightly to cater for each student’s individual needs.*

Master of Teaching (Early Childhood)

First Year Semester 1	EDUC9126 Making Meaning in the Expressive Arts	EDUC9137 Exploring Early Years Curriculum and Pedagogy	EDUC9120 Introduction to Teaching and Research in the Education Profession	EDUC9222 Researching Play and Pedagogies
Semester 2	EDUC9123 Pedagogies of Belonging (NS2)	EDUC9223 The Numerate and Literate Infant (NS2)	EDUC9138 Literacy and Language Development in the Early Years (NS2)	EDUC9231 Professional Experience 1 (Early Childhood) (NS2)
Second Year Semester 1	EDUC9127 Thinking and Working Scientifically in the Early Years (NS1)	EDUC9302 Exploring Language, Literature, Literacies (4-8) (NS1)	EDUC9224 Being a Mathematician (4-8) (NS1)	EDUC9304 Professional Experience: Final Assessment (Early Childhood) (NS1)
Semester 2	EDUC9400 Teaching Indigenous Australian Students GE	EDUC9401 Teacher as Researcher	EDUC9403 Numeracy and Multi-Literacies in Design and Technology	EDUC9405 Social Understandings of Health and Well-Being in the Early Years

***Please note that this is a typical study plan for this particular degree. For various reasons this plan may be altered slightly to cater for each student's individual needs.*

School experience within the Master of Teaching degree

In 2022, revisions were made to the Master of Teaching degree to provide pre-service teachers with experience in a school setting early-on in their degree. In EDUC9137 pre-service teachers volunteer in school for 1 day per week in the first semester of their degree. They then reflect on these visits during workshops which discuss key themes such as assessment, differentiation and relationships. EDUC9138 is a specialist language development topic that supports pre-service teachers to extend their understanding of teaching and learning language and literacy skills from birth-8. This topic holds a particular focus on the structure and nature of language, how language is acquired by diverse groups of children, and an understanding of a variety of assessment strategies. As additional support, pre-service teachers are offered synthetic phonics training and Early Childhood conversation classes where they can practise their spoken English on a regular basis. These classes are optional for those that wish to attend.

Placement Sequence

	Professional experience	Number of Days	Time of Completion During the Program	Time during School Term
BEd(EC)/BA & BEd(SpEd/EC)/DisSt MTeach Programs	Year 1	15 single days over 15 weeks	Semester 1 and 2	Term 1-4
	Year 3	35 days (5 single-days over 5 weeks + 30 day block)	Semester 2	End of Term 2 & start of Term 3
	MTeach 1	35 days (5 single-days over 5 weeks + 30 day block)	Semester 2	End of Term 3 & start of Term 4
	Year 4 MTeach 2	40 days (10 single-days over 5 weeks + 30 day block)	Semester 1	Term 1 & start of Term 2

Professional Experience Overview

Year 1 Undergraduate	1 day per week for 15 weeks across the year. <ul style="list-style-type: none"> A full day placement visit each week to an early childhood setting (child care, preschool, school, etc.) Settings identify a project that enables pre-service teachers to contribute to children's learning and development. Visits are undertaken concurrently with studies in EDUC1221 Play, Learning and Development and EDUC1242 The Developing Child. Reflection on the visits are a component of tutorial reflections in these topics. The placement enables pre-service teachers to gain insight into many aspects of the work of an early childhood educator.
Year 3 Undergraduate 1st Year Masters Degree	5 lead-in visits and a six-week (30 day) block placement <ul style="list-style-type: none"> A 6-week block in an early childhood setting (childcare, preschool, school). Single days are full-days negotiated with the Mentor teacher and must be completed before commencing the professional experience block (ideally 1 day p.w. in term prior to block placement). Pre-service teachers work with settings to identify and complete an inquiry project that makes a useful contribution to the teaching work of the setting. Provides pre-service teachers with an extended opportunity to work as a teacher within an early childhood setting, developing and extending their skills. Pre-service teachers begin to practise, assessing and planning for children's learning. Placement is oriented towards taking full responsibility for classroom curriculum and management, and demonstrating their ability to graduate as an early childhood teacher.
Year 4 Undergraduate 2nd Year Masters Degree	10 lead-in visits and a six-week (30 day) block placement <ul style="list-style-type: none"> A 6-week block in an early childhood setting (childcare, preschool, school). Lead-in days are full-days negotiated with the Mentor teacher and must be completed before commencing the professional experience block (ideally 1 day p.w. in term prior to block placement). Pre-service teachers work with settings to identify and complete an inquiry project that makes a useful contribution to the teaching work of the setting. Provides pre-service teachers with an extended opportunity to work as a teacher within an early childhood setting, developing and extending their skills. Pre-service teachers refine their practice of assessing and planning for children's learning. Placement is oriented towards taking full responsibility for classroom curriculum and management, and demonstrating their ability to graduate as an early childhood teacher. Pre-service teachers complete the Teaching Performance Assessment to evidence meeting the Graduate APST.

Course Rules for Professional Experience

Pre-service teachers: Please refer to these rules when applying for each Professional Experience.



Teacher registration requirements

(cannot be negotiated before graduation)



To register with the TRB, all Pre-service teachers require:

- **Minimum 10 days birth - 2 Professional Experience** (see: [Australian Children's Education & Care Quality Authority](#))
- Minimum 80 days required for teacher registration (60 days for Masters, see: [Teacher Registration Board of SA](#))
- Placements must be undertaken:
 - "...over a substantial & sustained period" that is relevant to an authentic preschool/school environment
 - Under the supervision of a registered teacher
 - (for above, see [Australia Institute for Teaching & School Leadership](#))

Department for Education Employer requirements



(for employability after graduation)

To be awarded an A rating (most desirable rating - see below) and work in a Department for Education site, pre-service teachers need to complete as a **minimum** requirement:

- **0.4 FTE for 4 weeks in preschool (age 3-5) for one block placement**
- **At least 0.4 FTE for 4 weeks in a school (age 5-8) for one block placement**

The minimum above allows pre-service teachers (PSTs) to meet other requirements on the remaining three days of block (e.g. special education &/or Birth - 2 Experience).

Applicants for Department vacancies are ranked using the following system:

- **(A) rating:** completion of a university qualification AND educational teaching experience within the last 5 years in an educational site.
- **(T) rating:** completion of either a university qualification OR 2 years educational teaching Experience (Department for Education or Private) within the subject/site-type identified.
- **(N) rating:** Teacher applicant has provided no evidence of any university qualifications or teaching experience in the subject and/or specialisation but has indicated an interest or willingness to teach the subject/specialisation.



Flinders University requirements

(for success in placement topics)

Across the Course, & including all placements, it is the pre-service teachers responsibility to ensure Professional Experience with young children is undertaken:

- **Across 0-8 age range**
- **Across various site types** (e.g. junior primary and at least one of the following; long day childcare, stand-alone preschool, integrated service).

Placements must be undertaken as per one of these Study Plans/Course Templates:

- Bachelor of Education (Early Childhood)/Bachelor of Arts
- Bachelor of Education (Early Childhood)/ Bachelor of Special Education) (including a special/inclusive education placement in final year)
- Master of Teaching (Early Childhood)

Education electives *(for additional Professional Experience):*

- ❖ EDUC4882: Respectful Teaching with Infants and Toddlers
- ❖ EDUC4833: Professional Experience Elective

Course Rules for Professional Experience (continued).

Over the course of all Early Childhood degrees, all pre-service teachers are required to complete the following requirements in order to meet TRB registration and DECD employment requirements:

1. A minimum of 10 days with birth-2-year-olds (in first-year or combined with option 2 below).
2. A block placement of 4-weeks (minimum) with 3–5-year-olds (in 3rd or final year).
3. A block placement of 6-weeks with 5–8-year-olds (in 3rd or final year).

For the first year of study, students can choose any of the above age-groups to work with.

In the third and fourth year of their degree, when undergraduate students complete a 6-week block placement, one placement must be with 3-5-year-olds, and one must be in school with 5-8-year-olds. A birth-5 placement offers the opportunity to spend 4-weeks with 3-5-year-olds and 10-days with birth-2 (6-weeks total).

Masters of Teaching students must complete both a birth-5 and 5-8 school placement within their 2-year degree. Students can choose which placement they complete first and which placement they complete in the final year of their degree.

Overview of Pre-Service Teacher Placement Tasks

There are **five learning strands** to the professional experience placement that provide evidence of the Australian Professional Standards for Teachers (APST) and the Australian Children's Education and Care Quality Authority's (ACECQA's) *National Quality Standard (NQS)* requirements. All pre-service teachers are expected to complete the tasks set out in the Learning Strands pages, in the section that corresponds to their placement;

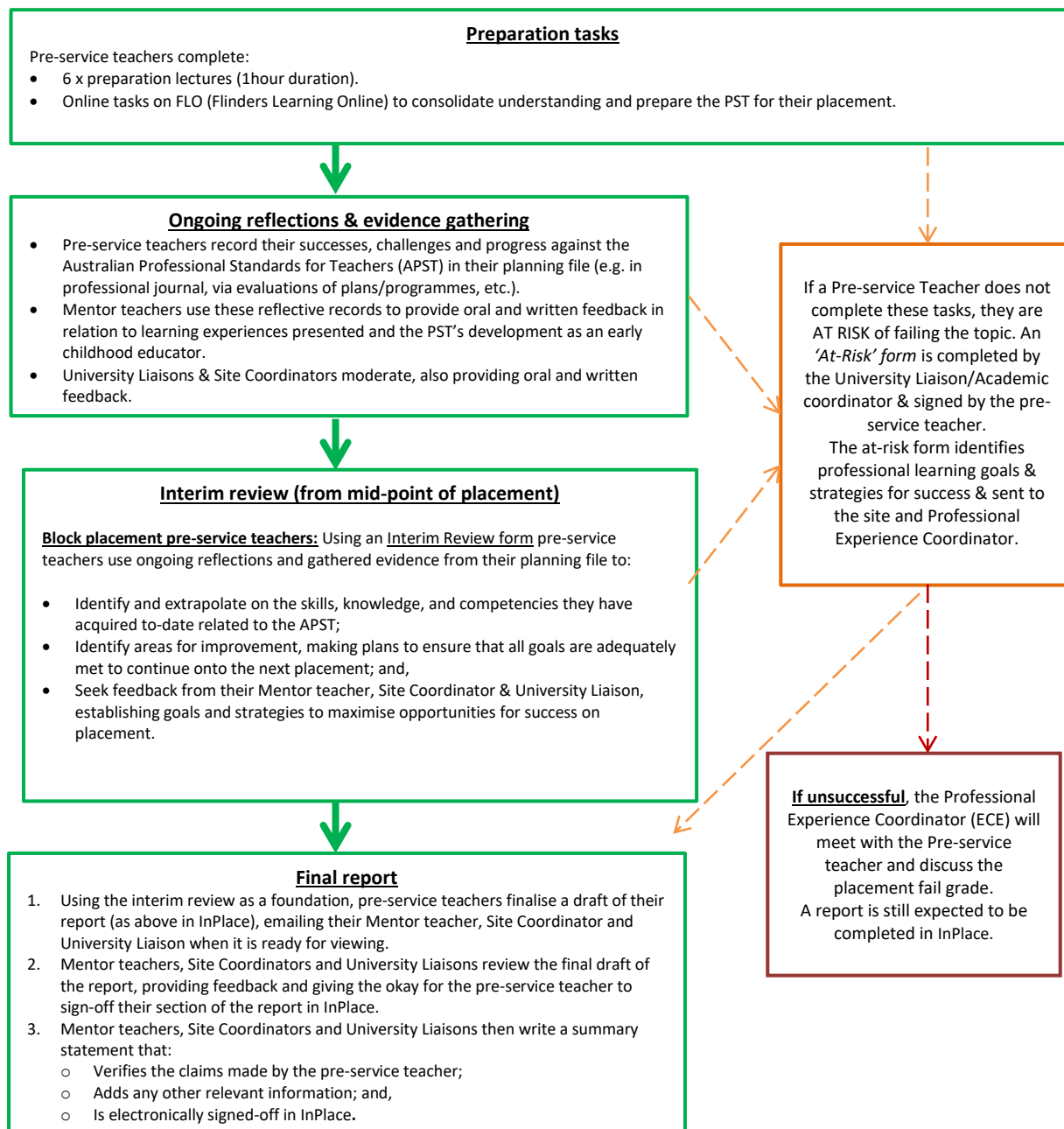
Placement Professional Learning Strands	APST	ACECQA Quality Area Standards
1. Knowing and understanding the context <i>Complete a situational analysis of the setting prior to block placement and updated throughout the placement.</i>	2.4 4.1 4.4 6.1 7.1 7.2 7.4	2.1 3.1 4.1 6.3 7.1-7.3
2. Investigating curriculum priorities <i>Work with Mentor to identify priorities for the setting, and jointly develop goals for an inquiry project with the aim of contributing to children's learning, the setting and the pre-service teacher.</i>	2.1 2.2 2.4 3.1 3.5 3.6	1.1 1.2 2.2 3.2 4.2 5.1 5.2 7.2
3. Planning for learning <i>Take increasing responsibility for planning, implementing and evaluating children's learning.</i>	1.2, 1.3- 1.6 2.1-2.6 3.1 - 3.5 4.1- 4.5 6.4	1.1, 1.2 2.2 2.3 3.2 3.3 5.1 5.2
4. Documenting and assessing children's learning <i>Gather evidence of learning, recognising individual children's strengths and difficulties, identifying areas of new learning and demonstrating accountability to sites, Mentors and families.</i>	1.1-1.6 3.6 4.1 5.1-5.5	1.1 1.2 5.1 7.3
5. Communicating with families and Mentors <i>Investigate ways to communicate effectively with families in cooperation with the Mentor teacher, either individually or more generally.</i>	2.4 3.6 3.7 4.3 4.5 5.1 5.5 6.3 6.4 7.3	1.1 1.2 2.1 3.3 4.2 6.1 6.2 7.1 7.2

Pre-service teachers 'At Risk' of failing the Professional Experience

If the Mentor or Site Coordinator have any concerns regarding the performance and/or progress of the pre-service teachers, they must notify the University Liaison and Professional Experience Coordinator as soon as possible.

NB: If a Mentor teacher, Site Coordinator or University Liaison believes that a pre-service teacher may be at-risk of failing the placement, please follow the Assessment Flow Chart guidelines.

Assessment Flow Chart



Health and Counselling

All students can access Flinders counselling services at any time, free of charge. Counsellors prioritise students completing Professional Experience (if the student notifies them of this when making an appointment). More information can be found at this address: <http://www.flinders.edu.au/current-students/healthandcounselling/> Tel: (08) 8201 2118.

Specific Information for Pre-Service Teachers

The practical and personal insights to be gained through professional experience will be invaluable to you as an emerging professional. The following information regarding your administrative and professional responsibility is intended to help you to get the most out of your professional experience.

Fitness for placement

The current legal requirements for working with children are on the [Professional Experience website](#). Placements will not commence unless you have shown this evidence as outlined in your Professional Experience lecture series. Please contact the Professional Experience Coordinator, if you need to report any matter that may affect your placement (e.g. Individual Access Plan, WorkCover claim). Your placement will be withdrawn if you:

- Do not complete the required preparation for placement task requirements
- Do not make contact with your site within two weeks of your placement offer being made
- Breach the [Administrative Procedures for Student Work-Integrated Learning Placement](#) guidelines.
- Have not successfully completed 5 lead-in visits ahead of a block placement (Yr 3, 4 & MTeach only).

Professional conduct

The way that you first make contact with the site and your Mentor teacher is important – it will create an impression of you as an emerging professional and as a pre-service teacher from Flinders University. Please email the Site Coordinator before making your first visit.

Your Mentor teacher is there to support your learning. They are likely to be more responsive to you if you show that you are interested, willing to learn, enthusiastic and can behave professionally. This means:

- Being punctual.
- Listening respectfully.
- Be open to challenge.
- Contributing ideas tactfully.
- Being open, positive and sensitive in your communication.
- Seeking and taking advice.
- Capitalising on every opportunity to learn.
- Respecting the confidentiality of the information you receive.
- Observing the setting's conventions with regards to parking, dress, mobile devices, and use of the common areas.

Be aware that early childhood settings are hectic environments and that educators are usually busy people. This means that staff may not always have large amounts of time to spend with you. Plan ahead and communicate effectively. For example, if you need to discuss your observations and/or plans with your Mentor teacher, let them know a day or so in advance. This will enable your Mentor teacher to schedule time to meet with you at some stage during the day. Being well prepared can help all parties involved in the professional experience to navigate busy and complicated schedules.

Consider how you will let children and families know where you are from, when you are going to be on site, why you are going to be there, and what you are going to be doing whilst you are there. There are many ways that this can be done (for example, posters, newsletter items).

Attendance

As you prepare, be aware of the expected time commitment. **A full-day of 7.5 hours minimum is required, usually following the hours of 8.30am to 4pm (this should be negotiated with your site).** Additional planning and preparation time will be required.

Half-days do not count towards Teacher Registration and should not be scheduled at any time.

Should you need to leave the site before completing a 7.5-hour day, you will need to arrange to repeat this day at another time.

Punctuality and reliability are important aspects of professional conduct. Plan to allow yourself enough time when you arrive at the start of the day to get organised well before the children arrive.

Ensure that you can be contacted. It is important to ensure that you can be contacted in an emergency. Please provide the site with your University email address so that they can contact you by email if necessary. It is also advisable to provide a mobile number so that you can be contacted at short notice.

Staff meetings and professional development sessions are important aspects of an Early Childhood teacher's role and pre-service teachers are encouraged to attend these sessions to develop their understanding in these areas. This may require extra commitment on your part.

To evidence attendance at the site, pre-service teachers should use the Record of Visits form for their lead-in day visits. For the block placement pre-service teachers should sign in and out of the site visitors book each day. This may be used to evidence attendance if any discrepancies arise.

Breaks

The 7.5-hour day includes 30-minutes for lunch. Pre-service teachers can follow the same tea breaks as the staff, e.g., in birth-5 a 10–15-minute tea break, in school pre-service teachers follow the recess and lunch breaks along with the rest of the school.

Dress code

Pre-service teachers should follow the dress code provided by their professional experience site, acknowledging appropriate clothing for working with young children. Modest, sun-safe clothing which covers shoulders, with either pants or shorts/skirt that are below, or just above the knee, is appropriate. All pre-service teachers are expected to have a sun-safe hat for outdoor play, and safe, secure, covered footwear that meets work health and safety requirements. Minimal jewellery, make-up and perfume/cologne should be used, and fingernails must be neat and tidy. This approach is encouraged to ensure educators do not pose a hygiene or health risk to children, other staff or themselves whilst working at the site.

Absence

If you are sick/absent for 1 day.

Please notify the setting before the children are due to arrive. (This may mean that it is appropriate to swap home or mobile phone numbers with your Mentor). On the same day, you should also notify your University Liaison of your absence from the site. You will need to negotiate, either with your Mentor teacher or the Site Coordinator, to make up any missed days. Please contact your University Liaison if there are any problems in relation to making up missed days.

If you are sick/absent for more than 1 day.

An absence of two days or more should be supported by a medical certificate, a copy of which should be provided to your Mentor teacher and the Professional Experience Coordinator. You should also file a copy into your planning folder for further reference. You must contact your University Liaison and 'cc' the Professional Experience Coordinator by email to notify them of the number of days you have been absent.

Absence for personal reasons.

From time to time, personal matters such as a death in the family or the ill health of a family member may require you to be absent from your placement setting. In these instances, you should notify the setting before the children are due to arrive. Where possible, documentation should support any absence greater than two days.

All missed days must be made up, as these placement days are a necessary part of your final accreditation by the Teacher Registration Board. *NB: Make-up days should not conflict with your attendance and study requirements for other topics being undertaken. Please contact the Professional Experience Coordinator to advise how you will negotiate meeting both sets of requirements.*

Public holidays and closure days. In the event of a closure day, the following applies:

- Where possible, you should attend the event/professional development session that the teachers are attending.
- If the site is closed due to a public holiday or teachers are not attending an event/professional development session and are not attending the site, you need to negotiate with your Mentor teacher to make alternative arrangements for the day.

Being fully involved. You are expected to participate fully in the activities of the site whilst you are there. Use your initiative to capitalise on every opportunity to learn something new or to practice a particular skill. This includes helping with all routine tasks throughout the day (mealtimes, toileting, nappy changing, resting and cleaning up).

It is essential that before you begin this placement you ensure that care arrangements are made for any children for whom you are responsible and that you do not commit to any other work that would impact on your ability to be at the site for the full day. It is not permissible to negotiate a late arrival or early departure from your site in order to collect children or undertake paid work.



Requirements for placement

Placements will not commence unless you have shown evidence of the following on InPlace:

Working with Children Check (WWCC)

All pre-service teachers must have a current Working with Children Check (WWCC) from the Department of Human Services Screening Unit. Undergraduates you can apply for your own WWCC here: <https://screening.sa.gov.au/applications/application-informaton-for-individuals>. Masters will have an application automatically emailed to you in the first year of your degree. Before your WWCC expires, it is your responsibility to organise a new application.

Responding to Risk of Harm, Abuse and Neglect (RRHAN_EC)

Pre-service teachers must also obtain Responding to Risk of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) Certificates. There are 2 courses for RHHAN-EC: **Fundamentals and Masterclass**. Fundamentals must be completed first before the Masterclass. Both certificates are needed before a professional experience placement can commence. Please see FLO for sessions held at Flinders and the Professional Experience website for a list of outside agencies: <https://students.flinders.edu.au/my-course/placements/compliance/education>.

Immunisation Certificate of Compliance

This form verifies that you are suitably immunised to work with young children. Please download a copy from your topic FLO page or the Professional Experience website and have your Doctor complete section A only of the form.

Covid -19 vaccine

Although the Emergency Management Direction (requiring mandatory COVID-19 vaccination to work in an education or early childhood setting) has ended, individual employers have varying vaccination requirements that you need to be aware of and consider in relation to your professional experience placement. To be matched to a placement, you need to disclose your vaccination status via your placement application in InPlace. All pre-service teachers will need to evidence this when applying for any professional experience placement.

Obtain a Name Badge

All pre-service teachers from the College of Education, Psychology and Social Work are required to wear a name badge during their Professional Experience. Please purchase your name badge from Unicards at Flinders University Student Hub.

Seeking permission

Observations. Please check with your Mentor teacher/Site Coordinator as to the arrangements that are in place regarding consent for your observations. You are expected to keep confidential any information that you gather. When recording the names of children, do not include surnames or other personal information such as the child's home address and date of birth (age in years and months is adequate). A template letter for observations, photos and videos can be downloaded from the [Professional Experience website](#).

Photographs and videos. It is a requirement that you seek permission from a parent or guardian before taking photographs of children or making a video with children. Please check with your Mentor teacher/Site Coordinator as to the arrangements that are in place regarding consent for photographs

and videos to be taken. Where appropriate, follow these processes in obtaining consent. If permission is not granted, you must not take photographs of that child and must ensure that the child does not appear in the background of another child's photograph or video. Placing a sticker over the face of a child whose family has not given consent is not acceptable.

It is also advisable to ask children for their permission to take photographs. It is a child's right to say no to being photographed or video-recorded and educators value this right by honouring the child's right to refuse to be photographed or video-recorded.

Please remember that photographs and videos should only be used:

- As a teaching tool or curriculum experience that is used to enrich or extend children's learning.
- To document children's involvement and engagement in the curriculum.
- To communicate with children, families and other members of staff about children's learning.

Photographs and videos must not be used to create 'souvenirs' of the professional experience.

Once again, it is essential that any photographs or videos of children remain confidential and are not posted in public settings or on a public or private website (including social networking sites).

Use of social media. Remember it is never appropriate to discuss professional experience matters online. The consequences of inappropriate comments on or about your placement potentially have consequences for the completion of your topic or degree. Please read your site's policies on privacy and social media use carefully, and follow Flinders University's social media guidelines wisely (see: <http://www.flinders.edu.au/nursing/studentsandcourses/social-media-guidelines-and-nettiquette.cfm>).

Leaving the site with children (excursions). Under no circumstances should a pre-service teacher leave a site with a child without gaining appropriate permissions and being accompanied by a paid member of the site team. Pre-service teachers should follow site procedures with regards to gaining permission for children to leave the site for any reason.

Withdrawing from Professional Experience

There are times when life does not always go to plan and a pre-service teacher may feel the need to withdraw from their Professional Experience placement. Pre-service teachers should discuss this decision with their Mentor teacher and University Liaison before contacting the Professional Experience Coordinator. The Professional Experience Coordinator will advise of the best course of action for withdrawing from the placement once this decision has been made. *Please note: International Masters students must consult with the International office before withdrawing.*

Planning file

Record of attendance

It is the pre-service teacher's responsibility to ensure that an accurate record of attendance is kept. This should be done by signing into and out of the site's visitor book on each day you attend the site during the block placement. Record of Visit forms (p. 33-34) are required for all lead-in days.

Planning file – What to include

From day 1, you are required to begin keeping observational notes of the site inquiry, of children's learning and development, session/lesson plans, and reflective writing, which should go in a dedicated planning file. The planning file should be professionally compiled and well organised. Your planning file should always be with you when you are at the site and should be continuously available and up-to-date for your Mentor teacher and Site Coordinator to access and review. Planning files may be kept in either electronic or hardcopy format.

It is important to remember that the information that is included in your planning file will provide evidence for any claims that you make about your learning during each professional experience. Remember, too, that you will use this information in the process of compiling your Professional e-Portfolio during your course for teacher registration upon graduation. **Thus, your planning file is a critically important document and should be constructed and maintained throughout each professional experience placement with great thought and care.**

Your planning file should include:

- A cover page outlining:
 - Student name, name of site, Site Coordinator, and Mentor teacher.
 - Topic code (e.g. EDUC3658/3640, EDUC9231, EDUC4740/9304).
 - Year level (if in a school).
- Site context statement, policies and relevant legislative documents to refer to.
- A range of observations and assessments of children's learning that you have carried out.
- Copies of Mentor's teaching plans (to refer to).
- Copies of learning experiences and session plans that have been carried out with the children.
- Evidence of the Inquiry (introduction, research, planning, documentation).
- Daily reflections.
- Documentation of children's learning, e.g. photos and evidence of learning experiences that have been set up and carried out/ photos of children's work or their involvement in learning.
- Feedback provided by the Mentor teacher, Site Coordinator and Liaison.
- General documentation (such as a medical certificates); signed 'Record of Visits' form verifying that you have completed the required number of professional experience days.

Planning files are *not* submitted at the end of each placement, but *do not* destroy this file at the end of your professional experience. It is important to remember that a planning file is not a presentation file. A planning file is a working document which means that it should be practical, neat and accessible to all who need to have access to it. You may wish to use evidence from your professional experience file when compiling your portfolio of practice in the final year of your degree.

If you elect to maintain your planning file electronically, you must ensure that you print a hard copy of all of your documentation and that you ensure that the hard copies are updated as you update your electronic files. Saving your entire planning file to a USB stick each night and taking that with you to your setting will prevent a situation where you do not have your most recent work ready and available for your Mentor or University Liaison to check.

Planning for Children's Learning

The following information is provided as a guide only. Pre-service teachers, in conjunction with their Mentor teachers, should be encouraged to develop their own planning documents. The questions in the session plan *pro forma* below are designed to stimulate your thinking and planning for teaching and learning opportunities in the early years.

While plans may vary in level of detail across the professional experience, pre-service teachers' planning documents should normally include evidence that they have given careful thought to the following:

Session plan *pro forma*

<ul style="list-style-type: none">• Date• Time Period• Children (year level, first names, ages) Context for the Session <ul style="list-style-type: none">• Relationship to previous and future sessions on this topic or curriculum area• Relation to previous or future activities for the day
Session Goal <ul style="list-style-type: none">• What do you hope the children to achieve in this session? What will be the outcome? Learning Intention <ul style="list-style-type: none">• Key ideas drawn from the relevant curriculum documents (<i>Early Years Learning Framework or Australian Curriculum</i>)• Outcomes drawn from the relevant curriculum document (<i>Early Years Learning Framework or Australian Curriculum</i>) <p><u>Ask yourself:</u> <u>What are my intended learning outcomes or purposes for this experience?</u> <u>What knowledge, understanding, skills and/or dispositions am I targeting?</u></p>
Assessment <ul style="list-style-type: none">• How will I know that the intended learning outcomes have been achieved? <i>What specifically will I be looking for to show the learning that has occurred?</i>• Is the assessment I have planned formative (for learning) or summative (of learning)?• Are children involved in their own assessment (as learning)?• What evidence (data) will I collect to show children's learning? (Discussion, responses to questions, samples of work, observations).• How will I collect the above? (photos, video, anecdotal or running records etc.).
Preparation (negotiating) <ul style="list-style-type: none">• What learning experience will effectively develop the identified learning outcomes? <i>What experiences will enable children to collect and process new information that challenges and extends existing knowledge, understandings and dispositions?</i>• What planning can I do with others? (children, colleagues, parents, community)• How do I find out what the children already know (e.g. concept knowledge) and can already do? (e.g. physical skills such as crawling or use of scissors, or interpersonal knowledge like negotiating a shared space)• How can I build on children's knowledge and experiences?• How can I give children ownership of the experience by determining content?• What choices can I offer children within the experience?
Teaching and Learning Strategies <ul style="list-style-type: none">• Outline each step to be taken during the teaching session <i>How will I introduce the experience in ways that stimulate curiosity and interest?</i> <i>How will I connect children with their past learning experiences and prior knowledge?</i> <i>How will I communicate my expectations for the learning experience?</i> <i>What is the logical sequence of the learning experience/s?</i>• Include actual instructions or explanations that you will give at any time <i>What instructions will I need to give?</i> <i>Can these be demonstrated or communicated non-verbally?</i>

- Include examples of models you may provide to children to assist understanding
What examples might I need to show?
How will I explain the models I am showing?
- Include the expected time for each stage of the session
What time allocations do the learning experiences require?
- Include details concerning the organisation of children
How will I differentiate the learning experience to include all children?
How will I prepare for fast finishers or children who lose interest?
How will I set up the environment for this experience?
What grouping arrangements are most appropriate for the intended learning outcomes?
Is the experience designed for the whole group, small group or independent learning?
- Include dialogue for particular stages of the session
What opportunities can I create for dialogue/interaction?
What questions can I ask to encourage exploration of concepts and big ideas?
What spaces can I make for children's questions and explanations about what they know and understand?
How will I create opportunities for children to reflect on their learning?
- Include a conclusion stage for the session
How will I bring closure to the experience?
Is this an opportunity for children to demonstrate their new knowledge and skills?
How will I orchestrate the transition to the next experience/routine?

Resources

- Identify and source materials, equipment and space
What resources will children and I need to support the experience?
What equipment do I need to check before the experiences?
What materials do I need to prepare?
What other arrangements are necessary? (e.g. room layout, booking multi-media, notifying others of change to routine)

Reflections/Evaluation

- Which learning outcomes were met by the children and how do I know?
What evidence do you have to back-up this knowledge?
- How could I follow up on this experience?
How could it be expanded into other domains of knowledge?
- What did I do well and what is my evidence for making this claim?
- What should I do differently? Why do I think that would work?
- What understandings have I developed about myself as a teacher or about children as learners through this experience?
- What understandings have I developed about particular children or groups of children through this learning experience?
- How can I use the assessment information to improve children's learning?

(Questions adapted from Churchill et al (2013) *Teaching: Making a difference*. (2nd ed.). Wiley & Sons. Milton: Qld)

Pre-service teachers are to use the above headings in developing their session/lesson plans. They should ensure that any planning *pro forma* that they create responds to the planning criteria outlined here. Please note that the way the pre-service teacher responds to these questions will reflect their own evolving teaching philosophy.

Planning templates

Session plan examples; available for download on the Professional Experience Website:

<https://students.flinders.edu.au/my-course/placements/compliance/education>

Chart Session Plan



Session Plan

Flinders
Early Childhood
Education

Date:	Age/year group:	Setting: (birth-2, preschool, school, special education).	Duration:	Group size: (individual, small group, whole group).
Outline of the session (including key focus areas):		Knowledge, skills, processes, dispositions focus:		
Learning intention:		EYLF outcomes and/or Australian Curriculum links:		
Sequence of teaching and learning			Points to remember	
Introduction: • •			Resources:	
Experiences: • • •			Key vocabulary:	
Conclusion: • • •			Key questions:	
Observations/assessment focus:			Differentiation:	
Self-reflection/ next steps in teaching and learning:				

Cycle Session Plan

(For use with children aged birth-5)



Planning Cycle

Flinders
Early Childhood
Education

Date:	Age/year group:	Setting: (birth-2, preschool, school, special education).	Duration:	Group size: (individual, small group, whole group).
Reflect/review: what knowledge, skills, processes and dispositions were addressed in this session?		Data that informs plan (from observations):		Analysis: What learning has taken place and what could be next?
Sequence of teaching and learning:		Session context:		Learning intention:
		Resources:		
		Key questions and discussion points:		Curriculum/framework links:

Block Placements

For all Year 3 and 4 Undergraduate students and Masters students.

A professional experience block placement at Flinders University is for students enrolled in one of our two undergraduate double-degree Early Childhood Education courses in their third or final year of study and also our Masters of Education (Early Childhood) students.

The block placements provide pre-service teachers with an extended opportunity to work as a teacher in an early childhood setting and to make a meaningful contribution to children's learning. This is achieved through an inquiry project process focussed on one or more of the curriculum goals and/or priorities of the early childhood setting. Once identified, pre-service teachers research the selected topics, share their findings with their Mentor teacher and negotiate the contribution that they can make towards the realisation of these goals through the program that they will plan, implement and evaluate. Where there is more than one pre-service teacher in a classroom or centre, they are encouraged to work in partnership with each other and to negotiate the contribution that they can make by working together.

Across the block placement, pre-service teachers are required to:

- Work within, and support, the policies of the setting. They are expected to demonstrate their commitment, enthusiasm, initiative, effort and professionalism in a full-time capacity.
- Take an increasing degree of responsibility for planning, implementing and evaluating a curriculum that engages and involves children in deep and meaningful learning related to each of the curriculum goals or priorities that they are contributing to.
- Gradually assume full responsibility for the running of an early childhood classroom.

In addition, opportunities to document children's involvement in the curriculum and assess their learning enable pre-service teachers to apply and test the theoretical understandings that they are developing in relation to children and their learning and to reflect on and evaluate the impact and effectiveness of their approach to teaching on children's learning.

The opportunity exists for two-way learning as pre-service teachers and Mentor teachers share their knowledge about children, their experiences within the setting and inquiry project into children's learning. The development of a collaborative relationship between the pre-service teacher and the Mentor teacher enables positive, honest and open discussion and allows problem-solving to occur which can enhance the learning of the pre-service teacher and the Mentor teacher.

The provision of constructive, balanced feedback is appreciated, and is an important task for the Mentor teacher. Pre-service teachers place high importance on written feedback which is accompanied by the opportunity to discuss that feedback. It is important that regular written and oral feedback continues throughout the professional experience.

Educational aims

This professional experience placement provides pre-service teachers with the opportunity to work collaboratively with children and practicing early childhood educators on a project identified by the site. This will enable pre-service teachers to:

- Make a meaningful contribution to children's learning and the setting's curriculum goals and priorities.
- Deepen their understandings of how children learn and develop through a process of praxis, in which they research, inquire, test and use the theoretical knowledge that they have acquired and are acquiring.
- Use a variety of observation techniques to gain insight into the types of experiences, activities and ideas that engage young children.

- Plan, implement and evaluate a curriculum that involves and engages children in deep and meaningful learning. Engage in praxis, or theoretically informed teaching.
- Document children's involvement and engagement in the curriculum and assess their learning over an extended period.
- Recognise the importance of families in children's lives and learning.
- Work as a constructive, collaborative and cooperative team member.
- Document and organise evidence of their developing professional knowledge, professional practice and professional relationships.

Expected learning outcomes

The projects identified by the site provide opportunities for pre-service teachers to:

- Make a meaningful contribution to children's learning and the setting's curriculum goals and priorities. Engage in praxis, or theoretically informed teaching.
- Deepen their understandings of how children learn and develop through a process of praxis, in which they research, inquire, test and use the theoretical knowledge that they have acquired and are acquiring.
- Use a variety of observation and assessment techniques to gain insight into the types of experiences, activities and ideas that engage young children. Document children's involvement and engagement in the curriculum and assess their learning over an extended period.
- Plan, implement and evaluate a curriculum that involves and engages children in deep and meaningful learning.
- Recognise the importance of families in children's lives and learning.
- Work as a constructive, collaborative and cooperative team member.
- Document and organise evidence of their developing professional knowledge, professional practice and professional relationships.

Lead-in days visits

The lead-in day visits form an important component of this professional experience. It is highly recommended that pre-service teachers talk with Mentor teachers about how best to use these days. Being clear about the details of the tasks that comprise the Learning Strands for each block placement will enable pre-service teachers to decide how to structure and plan these single days. It is essential that the lead-in days are verified as complete prior to the commencement of each professional experience block.

Prior to the first day, it is important that pre-service teachers read through the Administrative and Professional responsibilities for pre-service teachers (pages 10-19) carefully.

All teaching sessions should be planned in detail and developed using the relevant curriculum documents for the birth-to-eight age-range. Evaluations/reflections should be completed at the end of each day with information gathered through the teaching and learning process. Ongoing plans should be informed by what has been learned through the evaluation and reflection on the previous plan.

Although they bring some experience of programming and planning for children's learning, pre-service teachers will need support for planning from Mentor teachers and their University Liaisons. As the placement proceeds, and as the pre-service teacher's responsibilities increase, Mentor teachers and University Liaisons should negotiate with pre-service teachers to explore ways of documenting the planning process using a clear, manageable approach (for example, by developing a weekly overview with detailed plans for specific experiences, rather than all experiences).

Learning Strands

By completing these Learning Strands you will be addressing and evidencing the Australian Professional Standards for Teachers (APST) and the Australian Children's Education and Care Quality Authority's (ACECQA's) National Quality Standard (NQS) requirements.

1. A Context Statement - Knowing and understanding the context

Pre-service teachers are required to complete a context statement in order to develop an understanding of the setting and the children and families who use the setting. A draft context statement should be completed prior to the commencement of the professional experience block. The statement should be filed in the pre-service teacher's planning file and added to as they develop more familiarity with the site. The context statement should describe the setting, including socio-economic/cultural background, number of children, organisation of different age groups (rooms/classes), facilities available for the setting to use etc and should consider legislative, administrative and organisational policies and processes. It should then detail the children that the pre-service teacher is working with, including the learning environment e.g. age, gender ratios, number of special education children, learning plans, languages spoken, resources available in the room, interests, existing planning and documentation processes, etc.

2. The Inquiry – a curriculum investigation

The curriculum goals and priorities of the early childhood setting provide a focus to the pre-service teacher's plans for learning for the duration of the professional experience block. In all block placements, pre-service teachers engage in a shared process of inquiry that emphasises the importance of praxis, or theoretically informed teaching. This inquiry project provides opportunities to document children's involvement in the curriculum and assess their learning. The inquiry process enables pre-service teachers to apply and test the theoretical understandings that they are developing in relation to children and their learning and to reflect on and evaluate the impact and effectiveness of their approach to teaching. Further, as they collaborate with Mentor teachers and other educators, pre-service Teachers are positioned as valuable members of an early childhood team. Pre-service teachers should:

- Work with the Mentor teacher to identify inquiry project goal/s to contribute to. These can be drawn from the identified site/classroom priorities or from children's interests and pre-service teacher observations (for example, supporting a child/group of children to explore a question that they have).
- Carry out observations and collect evidence (photos, dialogue, drawings etc.)
- Analyse all observations.
- Research the agreed upon focus and share the findings of this research with their Mentor teacher.
- Based on the findings of the research, identify the contribution that will be made and negotiate this contribution with the Mentor teacher.
- Collaborate with the Mentor teacher to decide on the approach (for example, an emergent curriculum, play-based curriculum, integrated curriculum, project-approach, etc.)
- Develop a basic program 'map' and timeline that provides a framework for developing the inquiry project. What will be planned to develop the children's interests? What learning will be achieved?
- Pre-service teachers should continue working with the Mentor teacher to plan and implement learning opportunities for an identified individual, or groups of children. A written reflection should accompany each session plan, considering what worked, what didn't and potential changes. These reflections should be kept in the planning file.

- Consider how the inquiry can be presented in the planning file and to the site for them to use as evidence of children’s learning.

* Please note not all planned experiences for children need to be connected to your inquiry. Some may build on children’s interests and other subjects/events that are happening each week. Those completing a school placement in final year are not required to complete an inquiry but should demonstrate their contribution to the school through their TPA tasks and presentation.

3. Planning for learning

Across the professional experience, pre-service teachers are required to take an increasing degree of responsibility for planning, implementing and evaluating a curriculum that involves and engages children in deep and meaningful learning.

The following table shows the recommended allocation of teaching time for pre-service teachers. When pre-service teachers are not taking responsibility for the learning/teaching program, they should support the work in the classroom/centre under the direction of the Mentor. Variations from this schedule may be negotiated between the Mentor, pre-service teacher and University Liaison.

Session plans (p.19-21) should be created for each teacher-focussed learning experience that is carried out. Pre-service teachers are encouraged to develop their own planning that suits the learning environment that they are working in.

	Expected Teaching Load for Pre-Service Teachers
Lead-in day visits	<ul style="list-style-type: none"> ▪ Research, gather and document information regarding the children, site and the inquiry. ▪ Observe, document and assess the children’s current learning and interests. ▪ Write a daily reflection using the reflection questions on p.30. ▪ Seek parental permission for observations and photos where necessary. ▪ Develop positive, professional relationships with colleagues, establish ways of receiving feedback, and open lines of communication with the mentor teacher.
Week 1	<ul style="list-style-type: none"> ▪ Observe/assess and participate in and support children’s learning. ▪ Take responsibility for planning, implementing and evaluating at least 5-6 learning experiences during the week (these may or may not be linked to the inquiry). ▪ Participate and support routine tasks alongside your mentor. ▪ Write daily reflections to document your learning and pedagogical growth. ▪ Continue to develop professional relationships with colleagues and families for the remainder of the placement.
Weeks 2-3	<ul style="list-style-type: none"> ▪ Take responsibility for planning, implementing and evaluating approximately half the learning experiences for the week. ▪ Participate in and begin to lead some of the routine activities and tasks of the class/centre, gradually taking over the role from the Mentor. ▪ Document children’s learning following site documentation methods. ▪ Write daily reflections to document your learning and pedagogical growth.
Weeks 3-5	<ul style="list-style-type: none"> ▪ Take responsibility for planning and implementing learning experiences for the majority of the week (these may or may not be linked to the inquiry). ▪ In consultation with the Mentor, lead the majority of the daily routine tasks/activities, taking over this role from the Mentor. (N.B: pre-service teachers are not required to lead sessions that other staff members are usually responsible for, only the mentor teacher). ▪ Document children’s learning. ▪ Write daily reflections to document your learning and pedagogical growth.
Week 6	<ul style="list-style-type: none"> ▪ Take full responsibility for leading the children’s learning; this includes planning, teaching and implementing the learning experiences for the week, documenting children’s learning and communicating with parents. ▪ Lead all of the daily activities and routines of the class/centre. ▪ Document children’s learning. ▪ Write daily reflections to document your learning and pedagogical growth.

Example for birth-5 setting

	Expected Teaching Load for Pre-Service Teachers
Lead-in day visits	<p>Split your lead-in days between the birth-2 room and the preschool room.</p> <ul style="list-style-type: none"> Research, gather and document information regarding the children, site and the inquiry. Begin to form relationships with staff and children. Engage in children's play and begin supporting with routine tasks. Observe, document and assess the children's current learning and interests. Write a daily reflection using the reflection questions on p.30. Seek parental permission for observations and photos where necessary.
Birth-2 week 1	<ul style="list-style-type: none"> Take responsibility for planning, implementing and evaluating <i>approximately half</i> the learning experiences for the week. Participate in and begin to lead <i>some</i> of the routine activities and tasks of the class/centre, gradually taking over the role from the Mentor. Document children's learning following site documentation methods. Write daily reflections to document your learning and pedagogical growth. Develop positive, professional relationships with colleagues, establish ways of receiving feedback, and open lines of communication with the mentor teacher.
Birth-2 week 2	<ul style="list-style-type: none"> Take responsibility for planning and implementing learning experiences for the <i>majority</i> of the week (<i>these may or may not be linked to the inquiry</i>). In consultation with the Mentor, lead the majority of the daily routine tasks/activities, taking over this role from the Mentor. (<i>N.B: pre-service teachers are not required to lead sessions that other staff members are usually responsible for, only the mentor teacher</i>). <p>For at least the last 3-days of the second week:</p> <ul style="list-style-type: none"> Take full responsibility for leading the children's learning; this includes planning, teaching and implementing the learning experiences for the week, documenting children's learning and communicating with parents. Lead all of the daily activities and routines of the class/centre. Document children's learning. Write daily reflections to document your learning and pedagogical growth.
Preschool Week 1	<ul style="list-style-type: none"> Observe/assess and participate in and support children's learning. Take responsibility for planning, implementing and evaluating at least <i>5-6 learning experiences</i> during the week (<i>these may or may not be linked to the inquiry</i>). Participate and support routine tasks alongside your mentor. Write daily reflections to document your learning and pedagogical growth. Continue to develop professional relationships with colleagues and families for the remainder of the placement.
Preschool Weeks 2	<ul style="list-style-type: none"> Take responsibility for planning, implementing and evaluating <i>approximately half</i> the learning experiences for the week. Participate in and begin to lead <i>some</i> of the routine activities and tasks of the class/centre, gradually taking over the role from the Mentor. Document children's learning following site documentation methods. Write daily reflections to document your learning and pedagogical growth.
Preschool Weeks 3	<ul style="list-style-type: none"> Take responsibility for planning and implementing learning experiences for the <i>majority</i> of the week (<i>these may or may not be linked to the inquiry</i>). In consultation with the Mentor, lead the majority of the daily routine tasks/activities, taking over this role from the Mentor. (<i>N.B: pre-service teachers are not required to lead sessions that other staff members are usually responsible for, only the mentor teacher</i>). Document children's learning. Write daily reflections to document your learning and pedagogical growth.
Preschool Week 4	<ul style="list-style-type: none"> Take full responsibility for leading the children's learning; this includes planning, teaching and implementing the learning experiences for the week, documenting children's learning and communicating with parents. Lead all of the daily activities and routines of the class/centre. Document children's learning. Write daily reflections to document your learning and pedagogical growth.

4. Documenting and Assessing Children's Learning

Pre-service teachers are required to document and assess children's learning using a variety of strategies that enable them to:

- Gather evidence of children's learning in relation to the curriculum outcomes (i.e. monitor children's progress) and interpret data to evaluate children's learning and inform teaching.
- Recognise difficulties faced by individual children or small groups of children and respond to these appropriately by differentiating teaching and learning to meet the specific learning, emotional and behavioural needs of children.
- Identify opportunities for new levels of learning (enhancing learning).
- Reflect on teaching (self-evaluation) to improve children's learning.
- Demonstrate accountability to children, parents, families, Mentor teachers, Site Coordinators and University Liaisons (accountability for learning).

The number of children whose learning should be documented and assessed is not specified by the university. Rather, pre-service and Mentor teachers should make a joint decision about which children to focus on. In some instances, it may be appropriate for pre-service teachers to focus on two or three children over an extended period of time; in others it may be appropriate for pre-service teachers to focus on different groups of children at different times during the placement.



In making this decision, Mentor teachers should consider which children they would like to know more about so that the documentation and assessment of

children's learning undertaken by pre-service teachers is able to contribute to the Mentor teachers' understanding of the children. Pre-service teachers should try a range of assessment strategies in order to develop their experience of assessment processes.

In birth-5 settings, pre-service teachers practise a range of observations strategies as practised in their university topics (e.g. anecdotal records, running records). In school settings, pre-service teachers should study the ways in which their mentor teacher is assessing and recording children's learning and follow these strategies (e.g. anecdotal records and notes, rubrics, annotated copies of children's work).

5. Communicating with Families

During professional experience placements, pre-service teachers are required to understand strategies of communicating with and working effectively, sensitively and confidentially with parents/carers. This might involve communicating with families on an individual basis or communicating more generally with all of the families involved in the setting. The decision about who and how the pre-service teacher should communicate with is at the discretion of, and in negotiation with, the Mentor teacher and should be appropriate and relevant to the context of the setting. Depending on the context, strategies may include informal conversations, displays, portfolios, newsletter articles, flyers, written reports or video recordings of classroom/centre events. This should also include an introductory letter/poster for parents to see.

Tasks

The pre-service teacher is required to:

- Maintain a planning file, including ongoing reflections, as supporting evidence for certification as a registered teacher.
- Complete an interim review, in collaboration with the Mentor teacher & University Liaison.
- Complete the pre-service teacher section of your final report online via InPlace (a report link will be sent via email).

Assessment in all Flinders University Early Childhood professional experiences is linked to the Australian Professional Standards for Teachers (APST). These standards articulate the professional knowledge, professional practice and professional engagement that a newly qualified teacher is required to demonstrate in order to apply for full registration as a teacher in South Australia. Thus, pre-service teachers and Mentor teachers should be guided by these standards at each stage of the assessment process.

Assessment is a collaborative exercise involving the pre-service teacher, Mentor teacher, site co-ordinator (where appropriate) and University Liaison, undertaken in three stages (as below).

1a. Ongoing Discussion, Reflection and Monitoring of Progress

Throughout the professional experiences, there is ongoing reflection on practice by the pre-service teacher. Daily reflections should be written at the end of every day and session plan reflections should be written after each teaching activity. Pre-service teachers make notes of successes they have had and challenges they have faced and record their progress in their planning file as personal reflections. They use the Australian Professional Standards for Teachers as a guide to set goals and evaluate their development as professional educators. Mentor teachers respond to these reflective notes to provide oral and written feedback to pre-service teachers in relation to the learning experiences they have presented and their development as early childhood educators.

The following questions are designed to encourage pre-service teachers to reflect and look more deeply at children's learning and development. Considering professional and ethical responsibilities, pre-service teachers also identify their own professional learning needs through continuous self-reflection. The questions are organised using the *Australian Professional Standards for Teachers (APST)*. Pre-service teachers should aim to answer a minimum of three questions at the end of each day of professional experience.

1b. Teacher Performance Assessment (TPA) (final years only)

Developed by the Australian Institute for Teaching and School Leadership (AITSL), the Teaching Performance Assessment (TPA) is a tool used to assess the practical skills and knowledge of pre-service teachers against the Graduate Teacher Standards in the final year of their initial teacher education program. All final year pre-service teachers will need to complete and pass the TPA tasks outlined in the next section of this handbook. To pass the final placement topic, students must pass both the practical component of the placement and all TPA tasks.

Personal Reflection Questions

Professional knowledge	<p><i>Know about children and how they learn</i></p>	<p>What did you learn about the children you observed? What opportunities are there for children to play?</p> <p>Are there any play experiences that children seem to avoid? If so, identify the experience and consider why this might be so.</p> <p>How is the day organised in the site/classroom?</p> <p>Record the sequence of routines/lessons/activities for the day.</p> <p>How do children move from one activity to another? Are they instructed to do so or do they choose?</p> <p>What did you learn about the children you observed?</p> <p>How did you use your observations to inform your planning?</p> <p>What other research did you do to support children’s learning?</p>
	<p><i>Know the content and how to teach it</i></p>	<p>How is children’s literacy and numeracy development supported by the play experiences offered in your site?</p> <p>How have the EYLF and the Australian Curriculum been used to identify children’s competence and plan learning experiences?</p>
Professional Practice	<p><i>Create and maintain supportive and safe learning environments</i></p>	<p>What engages children in the indoor environment? Why do you think that is the case?</p> <p>What engages children in the outdoor environment? Why do you think that is the case?</p> <p>What are the features of an outdoor environment that are designed to promote and stimulate children’s learning and development and respond to their interests?</p> <p>What are the features of an indoor environment that are designed to promote and stimulate children’s learning and development and respond to their interests?</p> <p>How are positive relationships developed at this site between educators, children and families? How can you contribute to these relationships?</p> <p>How do teachers help children manage conflict? Are there any strategies that appear particularly effective?</p>
	<p><i>Engage with colleagues, parents/carers and the community.</i></p>	<p>What are your professional strengths and contributions to the room/class/site? How have you built upon these during your placement?</p> <p>What are some of your emerging professional learning needs or interests when considering your work with this age-group and site? How might you be able to extend on these during this placement?</p> <p>Have you got any examples of where you have accepted and worked on feedback given to you from your Mentor teacher?</p> <p>Have you got any examples of where you have communicated with, or worked alongside a parent, family member, community member or non-teaching professional (e.g. speech pathologist, physiotherapist)?</p> <p><i>After each visit, write about anything that has surprised, confronted, disappointed or enthused you.</i></p>

2. Interim Review

Mid-way through the professional experience placement (by the end of Week 3 of the 6-week block), an interim review¹ is completed by the pre-service teacher and the Mentor teacher. The purpose of this review is to ensure that pre-service teachers receive oral and written feedback on their progress at the mid-point of the placement. It provides an opportunity for pre-service teachers and Mentor teachers to highlight and celebrate areas of strength and achievement and to identify areas that require improvement in the second half of the professional experience block. It is also an opportunity for pre-service teachers to check their perception about the progress that they are making at the half-way point of the professional experience block.

Interim review process:

1. The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards for Teachers (APST). They should ensure that any claims that they make in relation to their learning can be substantiated.
2. The pre-service teacher arranges a time to discuss the report with their Mentor teacher.
3. The Mentor teacher verifies that the assessment of learning made by the pre-service teacher is accurate.
4. The Mentor teacher marks on the review where they consider the pre-service teacher to be sitting on the APST continuum (novice, emerging, graduate or working towards one of these).
5. Comments are added to each section. Areas requiring attention are noted, and together, plans are made to ensure that the pre-service teacher successfully completes the professional experience block.
6. A copy of the interim review is emailed to the University Liaison.

Where there is disagreement about the progress made by the pre-service teacher, the University Liaison should meet with both parties in an attempt to resolve the issue. If there is no resolution, the course coordinator and Site Coordinator will meet with the pre-service teacher and Mentor teacher to find a resolution to the issue.

Pre-Service teachers ‘At Risk’ of failing the professional experience block

All pre-service teachers should aim to achieve an **Emerging grade (Year 3 and 1st Year Mteach)** or **Graduate grade (final year)** in each of the APST areas. However, If a pre-service teacher is assessed as not meeting the required grade in two or more APST standards during the interim review, s/he should be informed that s/he is consider to be ‘at risk’² of failing the professional experience block. A pre-service teacher can also be identified as ‘at risk’ prior to or after the interim review. In these instances, the processes shown in the Flow Chart on p. 13 should be implemented and the Professional Experience Coordinator must be contacted by the University Liaison or Mentor teacher as soon as possible.

For pre-service teachers, a notification of ‘At Risk’ is a serious indication that a significant amount of work may be required in order to achieve a satisfactory grade for the professional experience placement. However, it should not be assumed that pre-service teachers cannot overcome the difficulties that have culminated in an ‘At Risk’ assessment. Rather, the assumption is that if pre-service teachers are given specific feedback about those aspects of their work that is unsatisfactory, they will be well positioned to make the necessary changes and to complete their professional experience successfully.

¹ A copy of the interim review can be found at the end of this section of the handbook. Pre-service teachers can download an electronic copy of the framework from the [Professional Experience website](#). But should complete the final report in InPlace.

² A copy of the At Risk form can be found in the appendix and on the [Professional Experience website](#).

3. Final Report (via InPlace)

In the final week of the professional experience block, the final report³ is completed by the pre-service teacher in discussion with the Mentor teacher and University Liaison. This report is completed using the Reporting System via InPlace. A separate link is emailed to the pre-service teacher, site coordinator and University Liaison for each person to complete their section of the report.

Pre-service teachers are expected to use the final report to assess their own learning before sharing with their Mentor teachers. They should expand on the information gathered in the interim review and ensure that any claims that they make are supported with evidence and connection to the APST.

There are two components to the final report:

- a) A site context statement; Pre-service teachers write a short context statement of the site, guided by information presented on p.25.

- b) A self-assessment outlining what has been learned. The Pre-service teacher drafts a report (using Microsoft Word) and writes how they have met *Emerging* level (3rd year and 1st year Mteach) or *Graduate* level (Final year) of the Australian Professional Standards for Teachers (APST), under the headings *Professional Knowledge*, *Professional Practice* and *Professional Engagement*, showing reference to the APST throughout.
 - 1) Pre-service teachers take responsibility for gathering evidence of their development in their Professional Experience file. They give consideration to both the quality and quantity of evidence that will support the claims that they make in the areas of Professional Knowledge, Professional Practice and Professional Engagement.
 - 2) The Pre-service teacher writes a draft report and shares this with the Mentor teacher and University Liaison to gain feedback.
 - 3) The Pre-service teacher edits and refines the report before uploading to their InPlace report.
 - 4) The Mentor and University Liaison then comment and finalise the report.

See the Final Report section in the assessment flow chart on p.13 for more information on the reporting process.

Please note that all final reports must be signed off by the Mentor, Site-Coordinator and University Liaison, one of these parties needs to be a registered teacher.

Please contact the WIL Support Officer (see p. 4) for any reporting related issues (log-in information, report changes, errors etc.)

Medal for Excellence in Beginning Teaching (final year only)

The Medal for Excellence in Beginning Teaching is awarded to a Bachelor of Education/Master of Teaching graduating student who demonstrates exemplary performance in their final year professional experience. Criteria include excellent professional conduct, sound content knowledge and exceptional professional practice. Mentor teachers, University Liaisons or Site Coordinators can nominate pre-service teachers for these awards. More information and nomination forms can be found on the [Professional Experience website](#).

³ A copy of the final report can be found in the appendices at the end of this section of the handbook.

Record of Visits



Professional Experience Record of Visits 2023

3rd year undergraduate, 1st year MTeach

Early Childhood Education

Pre-Service Teacher's Name:	
Placement Site:	
Name of Mentor Teacher:	

DAY	DATE	HOURS PRESENT	SIGNATURE OF MENTOR TEACHER
1			
2			
3			
4			
5			
TOTAL NUMBER OF HOURS:			

Please note:

It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

Five full day visits (minimum of 7.5 hours/day) must be completed in order to commence the 6-week block.

Once completed, forward a **copy** to the University Liaison (**Not** the Professional Experience team) for them to complete the final report.

Professional Experience Record of Visits 2023

Final year undergraduate, final year MTeach

Pre-Service Teacher's Name:	
Placement Site:	
Name of Mentor Teacher:	

DAY	DATE	HOURS PRESENT	SIGNATURE OF MENTOR TEACHER
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
TOTAL NUMBER OF HOURS:			

Please note:

It is the responsibility of the pre-service teacher to ensure that the Record of Visits is completed and signed at the conclusion of each visit.

10 full day visits (minimum of **7.5** hours/day) must be completed in order to commence the 6-week block.

Once completed, forward a **copy** to the University Liaison (**Not** the Professional Experience team) for them to complete the final report.



All pre-service teachers are encouraged to read and make use of this information.

Inclusion and Diversity

As a pre-service teacher, you will undoubtedly teach a diverse range of children during your professional experience, including children with disabilities. While the educational rights of Australian children with a disability are clearly stated within the Disability Standards for Education, it is the way in which diverse students are valued and actively engaged in early childhood settings that is the foundation of inclusion.

Educators should be mindful of providing early intervention and special education practices in a way that is least likely to result in students feeling they don't belong with their peers. This might mean questioning or challenging the separation and segregation of students and considering how additional or differentiated supports might be provided whilst children are learning with their peers.

Some children may have very complex needs, and could be receiving supports from many different people, including family, paraprofessionals (teacher's aides), educators, and additional professionals, such as therapists.

If you begin working with a child who challenges your thinking - in terms of their educational needs and how they could be met - then you might consider making this the subject of your inquiry project. (Speak to your site about this, they may have questions or thoughts of their own.) Similarly, you might consider how such students are best included, ways their transitions might be supported, or how barriers to their learning are reduced, perhaps by making alteration to their physical environment. If you are in your third year of the BEd (ECE) Spec Ed Disabilities course, then this might be a good way to explore your interest in this area whilst you are doing your general education placement.

Final Year Placement

For those students who are studying the Bachelor of Education (Early Childhood)/ Bachelor of Special Education degree, the final year placement is the “Special Education” placement. This means pre-service teachers will be placed in a Special School, Special Unit, Special Classroom, or an ‘inclusive placement’ in a mainstream setting. Some may have opportunities to work across these different settings, which might provide opportunities for a richer, varied professional experience placement.

Categories of Special Education Professional Experiences

(Information for Final Year Bachelor of Education (Early Childhood)/ Bachelor of Special Education degree only).

Category 1: Special Placement

The pre-service teacher is placed entirely in a special schooling environment. This type of placement enables pre-service teachers to fully immerse themselves in the role of a special educator within such a context.

Example: *Daphne St (Autism), The Briars, JP class at Modbury Special School.*

Category 2: Special Unit or Class Placement

This placement is within a mainstream setting, but teaching occurs in a class/unit designated specifically for students with additional learning needs. The pre-service teacher can work full-time in these classrooms, or share their time between special and general classrooms. As a minimum, they must be working 40% of their working week as a special educator within this placement.

Example: *2-5 days p/week in a JP special class/unit. Remaining days can be mainstream JP.*

Category 3: Inclusive Placement

Many special educators work within mainstream settings - where most students with additional learning needs are placed. An inclusive placement would see the pre-service teacher working in a mainstream school, within general education classrooms, but operating as a special educator for a minimum of 40% of the time. When they are working as a special educator they are specifically focused on teaching (not coordinating or overseeing) students with additional learning needs.

Example: *Spend at least 40% (e.g. 2 days p/week) of the placement on programs, such as early intervention/transition, and/or working with those students with identified disabilities/learning difficulties. Pre-service teachers will likely collaborate with therapists and other related professionals during this type of placement.*

Students, please note: Although your site has acknowledged that they are welcoming you as a special educator, it is up to you to negotiate a timetable with them that meets your placement requirements. If you are in an Inclusive Placement (Category 3), then this negotiation should commence during your planning days in order to identify any difficulties in meeting the 40% requirement. If you encounter difficulties within the block your University Liaison is the initial university contact.

EDUC4882 Respectful Teaching with Infants and Toddlers

EDUC4882 *Respectful Teaching with Infants and Toddlers* is a 4-week elective topic with 16-days of professional experience working with children in birth-2. Pre-service teachers complete 4-days per week in this setting and 1-day per week participating in university workshops.

Pre-service teachers can choose to study EDUC4882 within the Bachelor of Early Childhood Education in second-year or final year as one of their elective options. Master of Teaching (Early Childhood) pre-service teachers can study this topic as an additional topic in the degree in final year (fees apply). This topic enables students to meet the 10-day ACECQA requirement for teaching and learning in birth-2. It also offers more practical experience for working with babies and toddlers for those who wish to specialise in this area.

Placement Expectations

The same expectations apply for this placement and for all other Early Childhood placements. Pre-service teachers are expected to develop a professional experience file to document their teaching and achievements of the APST (refer to p.19).

The expected teaching load is to be negotiated with the mentor teacher but should follow a similar pattern as follows:

	Expected Teaching Load for Pre-Service Teachers
Week 1	<ul style="list-style-type: none"> ▪ Research, gather and document information regarding the children, site and the inquiry. ▪ Begin to form relationships with staff and children. Engage in children’s play and begin supporting with routine tasks. ▪ Observe, document and assess the children’s current learning and interests. ▪ Write a daily reflection using the reflection questions on p.30. ▪ Seek parental permission for observations and photos where necessary.
Week 2	<ul style="list-style-type: none"> ▪ Observe/assess and participate in and support children’s learning. ▪ Take responsibility for planning, implementing and evaluating at least <i>5-6 learning experiences</i> during the week (<i>these may or may not be linked to the inquiry</i>). ▪ Participate and support routine tasks alongside your mentor. ▪ Write daily reflections to document your learning and pedagogical growth. ▪ Document children’s learning following site documentation methods.
Week 3	<ul style="list-style-type: none"> ▪ Take responsibility for planning and implementing learning experiences for the <i>majority</i> of the week ▪ In consultation with the Mentor, lead the majority of the daily routine tasks/activities, taking over this role from the Mentor. (<i>N.B: pre-service teachers are not required to lead sessions that other staff members are usually responsible for, only the mentor teacher</i>). ▪ Document children’s learning. ▪ Write daily reflections to document your learning and pedagogical growth.
Week 4	<ul style="list-style-type: none"> ▪ Take full responsibility for leading the children’s learning; this includes planning, teaching and implementing the learning experiences for the week, documenting children’s learning and communicating with parents (<i>these may or may not be linked to the inquiry</i>). ▪ Lead all of the daily activities and routines of the class/centre. ▪ Document children’s learning. ▪ Write daily reflections to document your learning and pedagogical growth.

Assessment and Reporting

Pre-service teachers are expected to complete an Interim Review (as per p. 31) at the end of week 2 and a final report at the end of the placement. The final report template is to be completed by the pre-service teacher and verified by the mentor teacher and site coordinator. A copy of the final report template can be found on the EDUC4882 FLO page.

Appendices

Interim review template (to be Word Processed by the Pre-service teacher)

Year 3 Undergraduate	Year 1 MTeach	Final Year Undergraduate	Final Year MTeach	Elective – Y/N If Y, topic code:	
Name of Pre-Service Teacher			ID		
Name of Mentor Teacher			Name of Site		
Name of University Liaison					

The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards for Teachers (APST). They should ensure that any claims that they make in relation to their learning can be substantiated.

1. The pre-service teacher arranges a time to discuss the report with their Mentor teacher.
2. The Mentor teacher verifies that the assessment of learning made by the pre-service teacher is accurate.
3. The Mentor teacher marks on the review where they consider the pre-service teacher to be sitting on the APST
4. Comments are added to each section, areas requiring attention are noted, and together, plans are made to ensure that the pre-service teacher successfully completes the professional experience block.
5. A copy of the interim review is emailed to the University Liaison.
6. Weeks 4-6: The interim review becomes a point-of-reference for ongoing reflection, discussion and monitoring of progress, and can help to begin the process of documenting the final report (in InPlace).

The pre-service teacher writes the interim review, assessing their own learning against the Australian Professional Standards					
PROFESSIONAL KNOWLEDGE					
1. <u>Know students and how they learn.</u>			2. <u>Know the content and how to teach it.</u>		
Novice	Emerging	Graduate	Novice	Emerging	Graduate
-----			-----		
Mentor comment:			Mentor comment:		

PROFESSIONAL PRACTICE					
3. <u>Plan and implement effective teaching and learning.</u>			4. <u>Create and maintain supportive and safe learning environments.</u>		
Novice	Emerging	Graduate	Novice	Emerging	Graduate
-----			-----		
Mentor comment:			Mentor comment:		

PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT		
5. <u>Assess, provide feedback and report on student learning.</u>			6. <u>Engage in professional learning.</u>		
Novice	Emerging	Graduate	Novice	Emerging	Graduate
-----			-----		
Mentor comment:			Mentor comment:		

PROFESSIONAL ENGAGEMENT			Overall comment from mentor (optional):		
7. <u>Engage professionally with colleagues, parents/carers and the community.</u>					
Novice	Emerging	Graduate			

Mentor comment:					
Pre-service teacher:					
Mentor Teacher:					
University Liaison:					

NOTES: Both performance ratings and comments are needed and should be made in terms of what may reasonably be expected of pre-service teachers during this teaching experience in an early childhood site against the APST and requirements outlined in the Handbook.

Novice	Working below the expected level for this Professional Experience
Between Novice & Emerging	Moving towards emerging but not quite reaching emerging standard
Emerging	Achieving Emerging standard - expected at the end of the 3 rd year undergraduate/ 1 st year MTeach degree
Between Emerging and graduate	Moving past emerging but not quite reaching graduate standard
Graduate	Achieving Graduate standard – expected at the end of the final Professional Experience

Assessment Report



EPSW EDUCATION: Early Childhood Education Final Year

Campaign Name

Student: - **Pre-Service Teacher**
Not Yet Submitted Due 23/11/2022

Agency: - **Site Coordinator / Mentor**
Not Yet Submitted Due 26/11/2022

Placement Date: - **University Liaison**
Not Yet Submitted Due 28/11/2022

Placement Result: Placement Result

Allocation Group: Allocation Group Name

Duration:

SECTION: Age Group

Select all applicable age group/s

Options	Pre-Service Teacher
Birth to 2 years of age (10 days)	
Preschool 3 to 5 years of age	
School 5 to 8 years of age	

SECTION: Pre-Service Teacher Summary

Site Context Statement:

Class/Group Context

Summary Statement

SECTION: Mentor Teacher/s: Pre-Service Teacher Summary

Mentor Teacher (1) Name

Mentor Teacher (1): Pre-Service Teacher Summary

Mentor Teacher (2) Name

Mentor Teacher (2): Pre-Service Teacher Summary

SECTION: Site Coordinator: Pre-Service Teacher Summary

Once all sections are completed, please forward the original email containing the Professional Experience Report link onto the Mentor Teacher/s

Site Coordinator Name

Site Coordinator: Pre-Service Teacher Summary

SECTION: Professional Knowledge

Please indicate the level that best represents the development of the pre-service teacher towards each of the Australian Professional Standards for Teachers.

Question	Site Coordinator / Mentor
Standard 1 - Know students and how they learn	
Standard 2 - Know the content and how to teach it	

SECTION: Professional Practice

Question	Site Coordinator / Mentor
Standard 3 - Plan for and implement effective teaching and learning	
Standard 4 - Create and maintain supportive and safe learning environments	
Standard 5 - Assess, provide feedback and report on student learning	

SECTION: Overall Performance

Level of Performance

Options	Site Coordinator / Mentor
Unsatisfactory (not at "Emerging" level for most Standards)	
Satisfactory (at or very near "Emerging" level for all Standards)	
Exceeded (above "Graduate" and towards "Proficient" for all Standards)	

SECTION: Professional Engagement

Question	Site Coordinator / Mentor
Standard 6 - Engage in professional learning	
Standard 7 - Engage professionally with colleagues, parents/carers and the community	

Professional Experience: At Risk Notification

Available for download:

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



Student Name:

School:

Date:

After observation of your teaching and discussion with both you and your mentor teacher, the following aspects of your current performance are brought to your attention:

PROFESSIONAL RELATIONSHIPS Engages professionally with the school community. (<i>Works effectively, sensitively and confidentially with parents/carers</i>) Demonstrates an understanding of the codes of ethics and conduct for the teaching profession in their behaviours.
PROFESSIONAL KNOWLEDGE Learning Processes (<i>Teachers know students and how they learn</i>)
Learning Content (<i>Teachers know the content and how to teach it</i>)
PROFESSIONAL PRACTICE Planning & Teaching (<i>Teachers plan for and implement effective teaching and learning</i>)
Learning Environment (<i>Teachers create and maintain supportive and safe learning environments</i>)
Provide Feedback and report on student learning (<i>Provide timely and appropriate feedback to students about their learning</i>)

Please Note: *These issues need to be addressed if you are to complete this professional experience satisfactorily. You may contact your university Liaison or university coordinator for extra support or help.*

University Liaison Signature:

Date :

I have read the above and understand that I am at risk of failing this Professional Experience.

Pre-service Teacher Signature:

Date :

Notes

(Please use this page for notetaking if required).



**Flinders
University**

**Education, Psychology
and Social Work**

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS
ASSESSING PRE-SERVICE TEACHER DEVELOPMENT

NOVICE TO GRADUATE

Copyright, College of Education, Psychology and Social Work, Flinders University 2023.

All rights reserved.

PRE-SERVICE TEACHER DEVELOPMENTAL ASSESSMENT GUIDE

PURPOSES

To develop guidelines for use by Mentor teachers, school coordinators and University Liaisons in the assessment of a pre-service teacher undertaking professional experiences in schools while studying for a degree that leads to registration as a teacher in South Australia.

To increase pre-service teachers' understanding of their own learning through the provision of illustrations of teacher knowledge, practice and professional engagement leading up to the Graduate stage.

BACKGROUND

This document has been written to demonstrate the developmental process expected of pre-service teachers at Flinders University as they develop the knowledge, skills and attributes that have been defined as the core or essential attributes of a graduating teacher. In a sense it completes a developmental continuum for our pre-service teachers from their entry into a teaching degree at Flinders University through to graduation and beyond.

CONSIDERATIONS

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

- Pre-service teachers will be at different stages of development across the years of their pre-service courses of study as they prepare for a teaching career;
- **“Novice”** level is the point where they demonstrate a beginning development in the knowledge, skills and attitudes expected of a graduate teacher, and this stage should be reached at some time during the first two years of the four-year double degrees;
- **“Emerging”** is the level of performance expected by the end of the block of professional experience in the 3rd year undergraduate or 1st year MTeach degrees;
- **“Graduate”** is the level expected at the end of the final Professional Experience.
- The descriptors have been developed with the academic program as well as the professional experience components of the degrees in mind, and
- The attributes are written so that Mentor teachers, school coordinators and University Liaisons can use this guide in making their individual judgements about the development of pre-service teachers while on professional experience: to help those judgements have validity and reliability across the many different sites and assessors.

PROFESSIONAL STANDARDS FOR TEACHERS: A PRE-SERVICE TEACHER DEVELOPMENTAL CONTINUUM				
DOMAIN 1: PROFESSIONAL KNOWLEDGE				
Standard 1 Know students and how they learn				
Focus	Novice	Emerging	Graduate	Proficient
1.1 Physical, social and intellectual development and characteristics of students	Identifies and discusses ways in which student characteristics may affect learning.	Realises 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.	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning

1.2 Understand how students learn	Can articulate how research informs an understanding of how students learn.	Begins to draw on knowledge of current research into how students learn when planning for teaching.	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Discusses the diverse linguistic, cultural, religious and socioeconomic backgrounds of students and seeks to understand the potential implications for learning.	Begins to plan teaching strategies that will meet the need of students with diverse linguistic, cultural, religious and socio-economic backgrounds.	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Can discuss and identify teaching that positively influences Aboriginal and Torres Strait Islander students learning outcomes.	Can discuss the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds and attempts to address such issues when planning for learning.	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.	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.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	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 in a particular class.	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Describes some school and teaching practices that work towards supporting the participation and learning progress of students with disabilities.	Shows awareness of legislation about students with disabilities in Australian schools. Asks for help in selecting teaching strategies that support the participation and learning of students with disability in a particular class.	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Standard 2 Know the content and how to teach it				
Focus	Novice	Emerging	Graduate	Proficient
2.1 Content and teaching strategies of the teaching area	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.	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2 Content selection and organisation	Analyses curriculum content selection with mentor/s to understand or reveal advantages for student learning.	Able to organise a series of lessons for the content of a particular teaching area.	Organises content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.
2.3 Curriculum, assessment and reporting	Begins to connect assessment practices with teacher judgement about student learning	Attempts to plan assessment as an integral component of the teaching and learning process and to gather data for reporting purposes.	Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Expresses respect for Aboriginal and Torres Strait Islander people and understanding that reconciliation between Indigenous and non-Indigenous Australians is to inculcate in the curriculum.	Looks for opportunities to include notions of indigenous culture and reconciliation between indigenous and non-indigenous Australian into teaching plans and teaching content.	Demonstrates broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Examines literacy and numeracy strategies across the curriculum.	Intentionally selects teaching strategies that enhance literacy and numeracy development across teaching areas and begins to use incidental 'teachable moments' as opportunities to further enhance students' literacy and numeracy.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
2.6 Information and Communication Technology (ICT)	Investigates how ICT supports effective teaching and learning.	Looks for opportunities to employ ICTs to enhance learning across the curriculum and for developing ICT literacy and etiquette.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Domain 2 Professional Practice				
Standard 3 Plan for and implement effective teaching and learning				
Focus	Novice	Emerging	Graduate	Proficient
3.1 Establish challenging learning goals	Discusses some teaching strategies that establish challenging learning goals for students.	Establishes learning goals that provide achievable challenge for some but not all students.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.
3.2 Plan, structure and sequence learning programs	Names several core elements of an effective lesson.	Able to plan effective lesson sequences that will scaffold student learning in a topic or teaching area.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3 Use teaching strategies	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 from a limited, but growing repertoire.	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Selects appropriate resources to the teaching context and learning area.	Shows increasing independence in locating and selecting resources appropriate for the context and the content. Seeks resources, including ICT resources that will engage and motivate student learning.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
3.5 Use effective classroom communication	Uses a range of effective communication strategies to support student learning.	Uses a growing range of communication styles and techniques in the classroom that reflect their own personality and teaching style.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
3.6 Evaluate and improve teaching programs	Reviews teaching strategies to accurately evaluate personal teaching performance for student learning.	Considers and applies a limited but growing range of evaluation strategies that consider both personal teaching performance and student learning achievements as indicators of teaching effectiveness.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
3.7 Engage parents/carers in the educative process	Discusses the involvement of parents/carers in the educative process.	Describes a growing range of strategies for engagement with or contributions from parents and carers.	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Standard 4 Create and maintain supportive and safe learning environments				
Focus	Novice	Emerging	Graduate	Proficient
4.1 Support student participation	Identifies effective strategies for enabling student participation.	Beginning to identify and plan for inclusive learning events that will engage and motivate student participation and learning.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.2 Manage classroom activities	Independently manages some classroom activities.	Beginning to demonstrate the capacity to independently organise classroom activities and is developing the skill of giving clear directions.	Demonstrate the capacity to organize classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
4.3 Manage challenging behaviour	Applies existing classroom rules and school-based behaviour management policies.	Beginning to practice proactive, ethical and pedagogical strategies for preventing challenging behaviour amongst students and can apply a growing range of strategies to manage challenging behaviour.	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
4.4 Maintain student safety	With support, implements policies and practices that maintain student safety.	Shows awareness of school, system, curriculum and legislative requirements and is increasingly able to maintain student safety and support for student wellbeing.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and Legislative requirements.	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	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.	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.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5 Assess provide feedback and report on student learning				
Focus	Novice	Emerging	Graduate	Proficient
5.1 Assess student learning	Investigates and reviews a range of assessment approaches to make inferences about pedagogy, curriculum and student learning.	Uses an array of formative and summative assessment strategies, including informal and formal approaches.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5.2 Provide feedback to students on their learning	Uses a range of feedback techniques and discusses impact of advice on the quality of student work and learning.	Shows increasing ability to provide constructive and timely feedback that is linked to the student's ongoing development.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
5.3 Make consistent and comparable judgements	Identifies effective assessment moderation practices that enable teachers to make fair judgement around student progress and the national achievement standards.	Beginning to use protocols to independently assess, interpret, and moderate student learning products and performances, in order to make consistent, comparable and reasonable judgments regarding students' achievements.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
5.4 Interpret student data	Discusses student assessment data to pinpoint achievement and determine relevant changes to teaching practices.	Able to modify teaching plans after reflection on student assessment data, both formal and informal.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5 Report on student achievement	Investigates and analyses approaches to report student learning.	Demonstrates ability to keep accurate and reliable records of student achievement, understanding the value of using these in reporting to students, parents/carers.	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.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Domain 3 Professional Engagement

Standard 6 Engage in professional learning

Focus	Novice	Emerging	Graduate	Proficient
6.1 Identify and plan professional learning needs	Engages in professional dialogue to reflect upon, and make decisions about future professional learning needs.	Is aware of the Australian Professional Standards for Teachers as a way of identifying professional learning needs.	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
6.2 Engage in professional learning and improve practice	Plans and initiates ways to build personal capacity to improve teaching practice.	Is aware of multiple sources to improve practice and meet professional learning needs.	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3 Engage with colleagues and improve practice	Able to discuss aspects of teaching practice with a supervising teacher/mentor.	Able to identify major areas of practice where improvement is needed and discuss these with a supervisor/mentor.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4 Apply professional learning and improve student learning	With support, can identify professional learning opportunities to improve student learning	Identifies professional learning needs to improve personal teaching practices that could lead to improved student learning.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.

Standard 7: Engage professionally with colleagues, parents/carers and the community				
Focus	Novice	Emerging	Graduate	Proficient
7.1 Meet professional ethics and responsibilities	Can articulate the Professional Practices of Australian teachers and can act responsibly and ethically at all times.	Is understanding of the ethical expectations of the teaching profession when making decisions.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools
7.2 Comply with legislative, administrative and organisational requirements	Gains and provides mandatory certification to work with students.	Considers the implications of relevant legislative, administrative and organisational policies and processes, particularly when planning student activities.	Understand the relevant legislative, administrative and organizational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3 Engage with the parents/carers	Establishes a 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.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
7.4 Engage with professional teaching networks and broader communities	Initiates engagement with peers, mentors and university staff.	Seeks relevant sources of information and support related to their teaching.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.