

SCHOOL OF EDUCATION



PROFESSIONAL EXPERIENCE HANDBOOK

EARLY CHILDHOOD AND PRIMARY INTERNSHIP



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INTRODUCTION

CURTIN UNIVERSITY has developed partnerships with key schools and education authorities, particularly the Western Australia Department of Education (DoE), collaborating Independent Schools and the Catholic Education Office.

One response to current research around the need to improve pre-service teacher experience in university preparation programs has been to set up a coaching model in our Curtin Partnership schools and strengthen the role of the school-based professional experience coach (SBPPC) to support our students. Additional online and personal support has also been made available for pre-service teachers in non-partnership schools and regional placements.

We recognise the key role professional experience plays for the pre-service teachers in our undergraduate programs, and truly appreciate the wonderful work carried out by our colleagues in schools.



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Curtin University Professional Experience Team

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OUTLINE OF INTERNSHIP

The Teaching and Learning courses of the School of Education at Curtin University aim to prepare graduate teachers who are professional, caring, competent and “workplace ready”. Work-ready graduates can provide evidence against each of the Professional Standards for Graduating Teachers in Western Australia.

Our 4th year pre-service teachers are encouraged to work alongside experienced classroom teachers leading up to their 10 week block practicum in the final year of their course.

Our pre-service teachers then become part of the school workplace community whilst building their skills for their final 10 week teaching practicum in either a 5/5 week block in Terms 1 and 2 or a 10 week block in Term 3.

They are encouraged to focus each week on a professional standard related to their professional knowledge, professional experience and professional engagement. As their knowledge increases they are expected to collect items of evidence against the standards for their teaching portfolio. We have placed many of our pre-service teachers in school partnerships with trained coaches who will assist our students to understand the complexities of the professional standards as they go about their day to day teaching work. Those not placed in partnership schools will be supported by Leith Hogan, the Internship Coach based at Bentley Campus.



ROLE OF A PRE-SERVICE TEACHER

As temporary members of the school staff, the pre-service teacher should:

- **Be** analytical but receptive to the information which may be gained from observing the children's behaviour
- **Be** open-minded about the routines, teaching methods, and management techniques used in the classroom
- **Acknowledge** that the classroom teacher has expertise concerning both the educational needs of the children in that class, and the appropriateness of the teaching strategies being used to meet those needs
- **Acknowledge** that the pre-service teacher's own enthusiasm, initiative and effort are factors which contribute to successful pre-service teaching
- **Be prepared to seek advice** from the classroom teacher concerning pre-service teaching problems. In particular, discipline used by the pre-service teacher should be consistent with school policy. Under no circumstances should physical punishment be administered by the pre-service teacher
- **Be professional** in all interactions. Professionalism will be reflected, for example, by regular and punctual attendance; by the use of a sympathetic and courteous manner in interaction with students; by prompt attention to the expectations of Curtin University, the principal, classroom mentor teachers; and respect for confidentiality
- **Recognise** that no teaching can be value free but that s/he should refrain from imposing particular political or religious views on students
- **Realise** that each student is an individual, and take into consideration individual abilities, interests and learning styles. The pre-service teacher should strive for complete impartiality and fairness when judging students' actions
- **Recognise** the growth of pupils' awareness, sensitivity and knowledge which may result from his/her teaching
- **Exercise initiative** at all opportunities e.g.: playground duty, sports supervision and other work as requested by the Principal/Coach or Classroom Mentor Teacher, and co-operate with and assist members of staff in every way possible

It must be emphasised that pre-service teachers **cannot legally take over the responsibilities of teachers** without stating to the teacher that they are willing to do so. "When non-teaching staff, volunteers or external providers agree to perform tasks that require them to personally care for students (in the absence of a member of the teaching staff), they also owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen". WA Department of Education Duty of Care for Students Policy.

DUTY OF CARE

Pre-service teachers need to be aware that whilst on professional experience, they owe to the pupils under their control, a responsibility to take *reasonable care for the safety of those pupils*.

Reasonable care means that a teacher must respond to all elements of foreseeable risk, and take reasonable steps to ensure that a pupil does not risk injury and that the health of the pupil is not put at risk.

A pre-service teacher on Professional Experience should be aware of the serious responsibility he or she undertakes as a pre-service teacher, for the health and safety of those pupils.

The university has contractual arrangements with a number of organisations such as partnership schools, for the provision of placement for its students. The university is responsible for the academic aspects of the Curtin students' educational experience, undertaken under the auspices of the university.

The school placement organisation undertakes to provide the:

- Experiential learning of an actual work situation
- Professional supervision of the pre-service teacher whilst in that work situation

Whilst the pre-service teacher is on placement, they are undertaking activities under the auspices of the other, host organisation. The pre-service teacher in such circumstances is subject to the rules and requirements of that school.

The School Based Coach, School Coordinator and/or mentor teacher are required to discuss with the pre-service teacher, the procedures to be followed in emergency situations. The pre-service teacher must be able to contact a staff member at all times, in case of emergency.

REQUIREMENTS OF THE PRE-SERVICE TEACHER ON INTERNSHIP

- Meet the School-Based Professional Practice Coach (SBPPC), or School Coordinator and Supervisor in non-partnership schools and arrange regular meeting times
- Inform the classroom mentor teacher of the specific requirements for their practicum
- Attend the school each day. Inform the school immediately if this is not possible
- Demonstrate teaching competence and self-reflection over an extended period in a school, gradually accepting the full responsibilities of a beginning teacher
- Exhibit a growth of confidence and maturity based on development through gradual progression from supervised to unsupervised teaching
- Develop programs as beginning teachers, demonstrating the ability to determine pupils' developmental levels of knowledge, skills and attitudes; provide evidence of short and long term planning; provide appropriate teaching resources and effectively reflect on and evaluate children's learning
- Maintain purposeful records of pupils' development and progress in relation to the National Curriculum Framework/Early Years Learning Framework outcomes
- Observe and participate in the cycle of events in the day-to-day running of a school
- Demonstrate the ability to work collaboratively and positively with children, the school staff and the wider community
- Demonstrate increased competency in classroom management strategies, motivational techniques and student-centred teaching and learning processes including co-operative learning situations that focus on higher level thinking
- Participate in regular coaching planning sessions with the SBPPC or Internship Coach
- Practice regular reflection on everyday teaching experiences
- Contribute to collaborative team teaching in the classroom
- Become progressively involved in planning, programming and implementing teaching/ learning activities
- Undertake weekly observation tasks as outlined in the National Professional Standards documents
- Develop a Teaching Portfolio with evidence collected against the Teacher Standards or Competencies
- Keep a resource file throughout the practicum with weekly observation tasks recorded
- Keep records of the teaching process - planning/implementation assessment and evaluation

Participate in a reflection session at the end of the practicum with the SBPPC or Internship Coach to discuss summary report of the pre service teacher's internship

The pre-service teacher should gradually assume increasing responsibility for the students' classroom learning. They will work collaboratively with the classroom mentor teacher, in a supportive team-teaching partnership. The pre-service teacher and classroom mentor teacher will jointly plan, mutually interact, share the teaching load and together, they will evaluate and record the teaching outcomes. Regular feedback and supportive supervision, as provided by the classroom mentor teacher are invaluable and appreciated by the pre-service teacher.

ABSENTEEISM

It is expected that students will at all times assume the professional aspects of the role of a teacher, accepting the constraints of punctuality, co-operation with staff and concern for the welfare of students.

Where absence is unavoidable, students are required to notify both the school-based professional experience coach or school and Curtin University (Professional Experience Office 9266 3624 or 9266 2166) no later than 8.45a.m.on the day concerned.

Students are expected to make up days lost through absenteeism.



ASSESSMENT

To be completed during the 10 week final Internship practicum

Three separate forms are combined to comprehensively evaluate the pre-service teacher:

Part 1: Pre-service Teacher Progress Report. Classroom Mentor teachers are asked to discuss this report with the pre-service teacher in their class and indicate **Competent** or **Not Yet Competent**, throughout the report, with substantiating comments if appropriate. Please provide this feedback to the student **by week 5**, before posting / faxing it to the Curtin Professional Experience office. If possible, the form should be discussed with the SBPPC or Supervisor.

Part 2: Pre-service Teacher Final Report - The Classroom Mentor and the SBPPC/Supervisor complete the report together and post it to Curtin as soon as possible at the conclusion of the 10 week practicum. The pre-service teacher will be given the original copy whilst the office copy is to be returned to Curtin University by the last day of the practicum.

Part 3: Pre-service Teacher Assessment Slip (Final Grade) - The classroom mentor teacher and the SBPPC/supervisor each award a grade out of 10.

Please do not disclose individual marks to the pre-service teacher.

Final grades for all undergraduate units are awarded at a School of Education Board of Examiners' meeting.

Internship Assessment Summary

Assessment	Key People	Process	Due at Curtin
Progress Report	<ul style="list-style-type: none"> • mentor teacher • Intern 	Discuss report with student during Week 4 Include supervisor if possible	Submit by end Week 5
Final Report	<ul style="list-style-type: none"> • mentor teacher • School-based coach / supervisor • Intern 	The mentor teacher and the school-based supervisor each complete the two page report. Discuss with intern.	Submit with final grade immediately at conclusion of internship
Assessment Form (Final Mark)	<ul style="list-style-type: none"> • mentor teacher • School-based coach / supervisor 	Each awards the intern a mark out of 10 (confidential)	Submit with final report immediately at conclusion of internship

It is acceptable to award a 10/ 10 to a pre-service teacher exhibiting outstanding teaching skills as a final year student.

The set of National Professional Standards for Teachers within this handbook should provide classroom mentor teachers with help to determine the pre-service teaching grade to be assigned, as well as provide guidelines for completing the pre-service teacher Final Report Form.

We trust this information will be adequate. If you have further queries concerning these forms, please contact the Professional Experience personnel.

If classroom mentor teachers or SBPPC's require an electronic copy of the report, it is available on the Curtin web page

STUDENTS 'AT RISK'

Please contact Curtin Professional Experience staff if the pre-service teacher is considered 'AT RISK'

'At Risk' is the term used to signify that the student is failing to make progress towards meeting the Graduate teacher competencies and the required professional behaviour and skills at a level normally expected of pre-service teacher at their stage of professional learning. **The 'AT RISK' procedure must be applied by week 4 of the final practicum.**

The procedure requires a Curtin supervisor/Internship Coach/SBPPC to observe the student, and, in collaboration with the classroom mentor teacher and the school administration, identify the specific aspects of the student's work that need attention.

Some examples where students could require specific assistance could include:

- Classroom management
- Time management
- Commitment to the professional experience
- Personal or family issues affecting performance
- Ability to follow advice
- Written requirements of planning and assessment

In schools where there is no SBPPC, please contact the Professional Experience Office for guidance upon initiating an at risk procedure.

A copy of the "At Risk" record (pg. 39) should be emailed, posted or faxed to the Curtin Professional Experience Office as a record of the at risk process undertaken.

The pre-service teacher should receive clear counsel of appropriate steps to be taken to address the deficiency.

The pre-service teacher is given:

- a) A specified number of teaching days to make the required improvements which have been written on the 'At Risk' form

Or

- b) The pre-service teacher placement should be terminated immediately and the pre-service teacher receives a failing grade.

Repeated unsatisfactory performance by a pre-service teacher impacts on the students whose needs are paramount and must be protected.

ROLE OF THE SCHOOL-BASED PROFESSIONAL PRACTICE COACH (SBPPC)

- Work with the Curtin Internship Coach to ensure that pre-service teachers are matched to classroom mentor teachers in accordance with the school's needs
- Conduct a school welcome session where pre-service teacher and classroom mentor teachers are introduced
- Set up lines of communication/ meeting / planning times
- Arrange pre commencement visits for all pre-service teachers to their practicum classrooms
- Attend Professional Development sessions at Curtin University or the local cluster school as applicable and liaise with the Internship Coach
- Visit pre-service teacher/s in their professional experience classroom on a regular basis whilst they are in your school. Usually this amounts to 3 visits over a 10 week placement
- Facilitate professional learning for mentor teachers as needed
- Liaise with the university lecturers responsible for particular curriculum areas as required
- Provide coaching support and guidance to classroom mentor teachers and pre-service teacher/s
- Provide a second opinion, following observation, when a classroom mentor teacher believes a pre-service teacher is not practising the skills of teaching at the appropriate level, and is at risk of not achieving the graduate standards



CLASSROOM MENTOR TEACHERS

Classroom mentor/support teachers have a crucial role in the professional experience component of the teacher preparation courses offered by Curtin University. Mentor teachers are the classroom teachers who support the development of our pre-service teachers' teaching skills throughout their teaching practicum.

ROLE OF THE CLASSROOM MENTOR TEACHER

- Spend time with the school-based professional practice coach (SBPPC) where applicable and inform themselves of the requirements of the Curtin Professional Experience placement as specified in the Professional Experience Handbook/s
- Complete introductions and read introductory profile for pre-service teachers
- Introduce pre-service teachers to members of faculty/school
- Introduce pre-service teachers to the class as a teaching colleague
- Encourage and support pre-service teacher's classroom observations at every opportunity
- Model respectful classroom practice, discuss own lesson planning, pedagogy, classroom management
- Discuss expected standards and routines of the classroom
- Provide background information about the class
- Explain planning process used: i.e. daily work pad, lesson plans and long term planning
- Explain current teaching program and where pre-service teacher's blocks of teaching will fit
- Collaboratively plan-program units of work with pre-service teachers
- Discuss assessment types and timelines and reporting strategies and requirements
- Induct pre-service teachers into 'beyond' classroom professional responsibilities such as yard duty, faculty and staff meetings and extracurricular activities
- Introduce pre-service teachers to the protocols of viewing/booking/using resources and technology
- Encourage pre-service teachers to observe the classes of teachers other than mentor teachers
- Assist the pre-service teachers in gathering of evidence against the Professional Teaching Standards and then support completion of tasks providing evidence to meet the standards or competencies in a personal portfolio or log book each week
- Assist pre-service teachers in preparation of lesson plans: Observe lesson delivery and give verbal and/or written feedback
- Ensure that the pre-service teacher has a strong understanding of the connection between objectives and assessment
- Ensure that pre-service teachers are appropriately supervised at all times in the classroom
- Assist pre-service teachers in development of formative and summative assessment tasks
- Give models for recording and responding to student achievement
- Model teacher to parent interactions and involve pre-service teachers in these interactions where possible
- Respond to pre-service teacher's reflective journal where appropriate
- Hold regular professional discussions, offering professional advice and feedback and allowing pre-service teachers to share their own feelings, reflections and concerns about their practice
- Assist pre-service teachers to develop a repertoire and **use** of classroom management strategies and a resource bank or Resource File to assist their teaching

THE UNIVERSITY SUPERVISOR [in a Non Partnership school]

The supervisors appointed to pre-service teachers for the Internship play an important role in their development.

If there is no school-based professional practice coach in a school, the pre-service teacher will be supervised by a Curtin University supervisor.

Under normal circumstances, a pre-service teacher will be visited at least three (3) times during an Internship.

The first visits are to support the pre-service teacher/s and check that programming is relevant and detailed.

The supervisor will offer supportive assistance as required, and provide an additional assessment of the pre-service teacher's professional skills and personal qualities.

THE ROLE OF THE UNIVERSITY SUPERVISOR

- **Mentor** - by supporting pre service teachers, responding to them, helping to build self-esteem and assisting them handle difficulties. Pre-service teachers have indicated that a supportive, encouraging supervisor gives them invaluable assistance;
- **Observer** - by agreeing on what to observe, focusing on the aspects being observed and preparing an analysis before discussing with the pre-service teacher;
- **Analyst** - by providing feedback, helping the pre-service teachers to analyse performance and sharing their interpretation of future actions required. Pre-service teachers appreciate as much feedback as possible;
- **Advisor** - by discussing presentation skills, through appropriate questioning and conferencing, help the students develop suitable problem-solving strategies;
- **Liaison person** - by facilitating communication between all members of the pre-service teaching situation and handling any conflicts and complaints which may arise;
- **Evaluator** – by reviewing information in the light of all contextual factors, before final judgments are made and concluding reports are compiled. Supervisors will find the National Professional Standards for Teachers helpful for these reports.

Please refrain from comparing students, schools or universities. In the past this has caused unnecessary stress.

ROLE OF SCHOOL PRINCIPAL/CO-ORDINATOR

Pre-service teachers appreciate the support offered by principals and co-coordinators. The school based coach may take on these responsibilities in partnership schools.

The role of the principal/co-coordinator in the Internship is difficult to define due to the wide range of varying circumstances within the teaching placements. It is anticipated that some areas of responsibility for the principal/co-coordinator could be to:

- **Discuss** with the pre-service teacher/s the allocation of responsibilities, to ensure the needs of the school and the pre-service teacher/s are achieved
- **Induct** the pre-service teacher/s into the school situation, with particular reference to the organisational structure, the deployment of resources and the role of the pre-service teacher/s within the class, school and wider community
- **Meet** with the pre-service teacher and classroom mentor teacher, where possible, to discuss professional issues which evolve from the student's placement within the school
- **Provide** an overview of the pre-service teacher's progress, in order to augment the classroom mentor teacher's assessment
- **Consult** with the classroom mentor teacher(s) in the determination of the pre service teacher final assessment
- **Liaise** with Curtin University Professional Experience staff in all matters pertaining to the Internship

PROGRAMMING REQUIREMENTS

10 WEEK BLOCK INTERNSHIP

During the long Internship, pre-service teachers will be required to compile programs in all learning areas usually taught by the classroom teacher and keep an up to date Daily Work Pad.

LESSON PREPARATION

All pre-service teachers are expected to maintain well organised and detailed records of planning and evaluation and a Daily Work Pad in their indexed and neatly set out pre-service teacher files (see later in this handbook).

SBPPCs, supervisors and classroom mentor teachers will want to read through these files. Please ensure that they are up-to-date and readily accessible.

EXAMPLE OF PLANNING FRAMEWORK

Timetable				
Year 1, 2 & 3 Pre-primary				(T) Teacher (A) Aide
Monday	Tuesday	Wednesday	Thursday	Friday
← Singing games, action rhymes, songs →				
News, class calendar, weather, modelled writing (News)				
Shared Reading Familiar stories and rhymes Introduce new text e.g. Big Book	Shared Reading (whole group) Re read text, dramatise story	Shared Reading (whole group) Re read text, close sequencing activity etc.	Shared Reading (whole group) Read class made Big Book or new text	Shared Reading (whole group) Familiar stories or rhymes
Discussion: Morning timetable to ensure that children know what they will be doing during language block				
Activity Time (T) (A)	→	·Guided reading groups ·Independent reading ·Responding (various activities including writing, reading and craft)	→	Activities may be rotated over a number of days and adapted to suit the ability levels of the children
Closing Session (T) (A)	→	Clean up Sharing (in pairs, small group, whole class)	→	Focus on children's oral language development. If necessary, model how to describe or explain activity
RECESS				
Indoor/Outdoor Physical activity (T) (A)				
Silent reading	→	Independent		
Literature	→	Read aloud: Relate to content area, e.g. maths, social studies		
Discussion: Remainder of morning's agenda				
Activity Time - Language experience (T) (A)	→	Reading Shared reading Independent reading Writing Art and Crafts	→	Activities or themes may relate to science, social studies, health etc.
Closing Session		Clean up Sharing, modelled writing, e.g. display cards		
LUNCH				
Music, Indoor/Outdoor physical activity				
Discussion: Afternoon's timetable				
Shared Reading Maths story, rhymes, jingles, songs				
Activity Time (T) (A)	→	Maths Activities: include small groups, independent activities	→	Include reading, writing, talking.
Clean Up				
Sharing		May include shared reading, describing, explaining activity	→	Focus on vocabulary and language necessary to develop the particular maths concept

WEEK 1

Write condensed lesson plans in Week 1 to consolidate planning skills. Evaluate daily.

During this period it is anticipated that the pre-service teacher will:

- Become familiar with all aspects of the classroom routines
- Plan, teach and evaluate 3 or 4 lessons per day or 40% of teaching load
- Plan with the classroom mentor teacher and have an approved teaching program for all learning areas taught for weeks 2-3
- Assist the classroom mentor teacher when not engaged in other duties
- All lesson preparation notes are to be written in a condensed version of the full Lesson Plan, not a Daily Work Pad format

WEEK 2

In collaboration with the classroom mentor teacher prepare Daily Work Pad for each day during Week 2.

The pre-service teacher will teach up to 60% of the teaching load.

As the Internship progresses it is anticipated that Daily Work Pad preparation should be adjusted to realistically reflect the student's ability and the increased demands made on his/her time by the teaching load.

Lessons may be prepared in a modified form using headings similar to the following:

- **Objectives** - Specific learning outcomes [These must match assessment exactly]
- **Key Organisational and Teaching Points** - steps in lesson/s, which should highlight any particular aspects of organisation, planned and any key facts which the students should be expected to learn during the lesson
- **Time Schedule** – Indicate times for each section of the lesson
- **Assessment** – How will the outcomes be assessed?
- **Evaluation** - Did you reach your objective? Pre service teachers should be aware of the importance of immediate evaluation of lessons and make notes, tabulated results, examples, etc. of how well the objectives were achieved, including aspects which need to be re-taught. Follow-up planning should also be recorded on programs
- **Transition** - No one format is specified, but the Daily Work Pad should be neatly set out and easily understood by the SBPPC or supervisor and classroom mentor teacher. Suggested formats are at back of this handbook.

WEEK 3 ONWARDS

After composing a 5 week program overview for weeks 4 to 9, the pre-service teacher prepares a detailed integrated program using the DWP format, for Learning Areas to be taught in a **two week block**.

This will outline the relevant overarching learning area and domain focus for the period, the focus (or foci) for the period, the skills, dispositions and content for the period. Progress maps will be used as a means of monitoring.

Resources will be noted.

The pre-service teacher will reflect on the previous 2 week program before programming for the next block of lessons.

The pre-service teacher will assume 100% teaching at this time and take full responsibility for the class, moving from supervised to unsupervised teaching.

WEEK 10

In the final week, the pre-service teacher can teach up to 50% of the teaching load and finalise all matters for the Internship e.g. re-teaching concepts or content, refinement of teaching techniques, administrative procedures, program evaluations, completion of their resource file and conferences with classroom mentor teacher.

The pupils' records must be regularly updated to monitor progress.

GUIDLINES FOR PROGRAMS

Whilst no format for programming is specified, it is anticipated that the programs developed will include the following dimensions:

General Information	Information about the school and class
Overview of Current Documents	Overview of current and appropriate departmental documents e.g. WA Syllabus; Australian Curriculum, Early Years Learning Framework
Expected Outcomes:	A broad description of student competencies reflecting long-term learning across integrated learning areas
	A description of the reasons for planning a particular topic (including students' prior knowledge and developmental levels)
Learning Objectives:	The program objectives cover an extended period of time
Organization:	A description of planning details which may include timetabling, seating arrangements, sequencing, group organization, resources, program overview or background information about the children.
Content:	A description of the content to be covered. Content is usually organised in weekly blocks and includes details or activities planned for each subject
Evaluation/ Record Keeping	A description of the purposes, focus and techniques for evaluation and record keeping. Evaluation should be on-going



The Australian Institute for Teaching and School Leadership (AITSL)

National Professional Standards for Teachers [NPST]

Rationale

The National Professional Standards for Teachers are used to provide a framework for the knowledge and skills that graduate teachers need to demonstrate they have met the requirements of a nationally accredited teacher preparation program. In the following section, possible classroom-based examples are provided to illustrate:

- Professional Knowledge
- Professional Practice
- Professional Engagement

We are aware that there will be varying views on each one of these standards and our list of suggestions or ideas under each of the graduate capabilities is not exhaustive.

We have collected suggestions from graduates, coaches and classroom teachers. We are providing these as a guide to assist you to understand the graduate's capability in relation to each standard, and hope that it provides a useful guide when assessing and writing graduate teacher assessments for classroom teachers, coaches and supervisors.

Suggestions for Classroom Demonstration by Graduate Teachers Based Upon the National Professional Standards for Teachers [NPST]

Professional Knowledge

NPST - STANDARD 1: Know Your Students and How They Learn

Graduate Standard	Exemplar
<p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</p>	<p>Know how to access developmental sequence documents or frameworks such as the P-12 socio-emotional stages, progress maps or child developmental scales</p> <p>When observing can note characteristics of</p> <ul style="list-style-type: none"> • Physical • Social • Intellectual development and how this may impact upon student learning
<p>1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</p>	<p>Use teaching strategies that demonstrate an understanding of visual, kinaesthetic learning styles or Multiple intelligences or Habits of mind to demonstrate that all children learn differently at different rates and in different ways</p> <p>Use small group and partner activities in the classroom and demonstrate an awareness of cooperative learning behaviours</p>
<p>1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds</p>	<p>Engage students in culturally diverse activities to demonstrate respect for difference e.g. Christmas, Hanukkah, Easter, Passover, Ramadan etc.</p> <p>Demonstrate a variety of approaches to achieve the same outcome - Graduates have built up a repertoire of ideas on how to approach diversity with respect</p>
<p>1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal or TSI backgrounds</p>	<p>Celebrate diversity and difference in the classroom e.g. cultural awareness activities</p> <p>Know how to talk to and build relationships with students of all cultures and backgrounds</p> <p>Establishes rapport with all students</p> <p>Demonstrate respect of difference</p>
<p>1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</p>	<p>Know that each student learns in his or her own way</p> <p>Is aware of and attempts to respond to the way a student is thinking or working that demonstrates an understanding of difference</p> <p>Ask questions about how to respond to difference</p>

Professional Knowledge

NPST - STANDARD 2: Know the Content and How to Teach It

Graduate Standard	Exemplar
<p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</p>	<p>Strategies are appropriate to meet objectives</p> <p>Know where to look to find out what to teach and where to link the curriculum to their lessons</p> <p>Use a range of instructional strategies to teach content</p> <p>Know where to look to find more classroom ideas</p>
<p>2.2 Know how to organise and sequence content into an effective learning and teaching sequence</p>	<p>Objectives are appropriate to students' developmental stages</p> <p>Can break tasks into small steps</p> <p>Procedures are sequenced logically</p>
<p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</p>	<p>Know how to access National and local curriculum information</p> <p>Lesson objectives and assessment reflect the intention</p> <p>Lesson planning is linked to relevant curriculum documents</p>
<p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and TSI histories, cultures and languages</p>	<p>Respect the role that Aboriginal and TSI people have played in our culture, history and language</p> <p>Understand the need to celebrate the traditional aboriginal days such as Naidoc day or week in the school and in the classroom</p> <p>Respect difference and celebrate it</p>
<p>2.5 Know and understand Literacy and Numeracy strategies and their application in teaching areas</p>	<p>Lesson planning is linked to relevant curriculum documents</p> <p>Is aware of the steps required to teach a specific literacy and numeracy skill and can explain these steps</p> <p>Can access Literacy and Numeracy frameworks/ syllabus/ curriculum documents online</p>
<p>2.6 Know pedagogical strategies for using ICTs to expand curriculum learning opportunities for students</p>	<p>Know how to access DE resources, Curriculum and Syllabus documents, First steps, scope and sequence documents, web quests etc. online</p> <p>Can access DE portal for Naplan data/ resources</p> <p>Uses ICT skills to widen opportunities for classroom learning e.g. Interactive whiteboards or online</p> <p>Research projects</p> <p>Sees ICT as a way to engage students around more integrated and complex learning</p>

Professional Practice

NPST - STANDARD 3: Plan For and Implement Effective Teaching and Learning

Graduate Standard	Exemplar
<p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics</p>	<p>Know when students have achieved the learning goal set and know when they have not</p> <p>Be able to adjust the learning goal for students with varying abilities and characteristics and know why it needs adjustment</p>
<p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</p>	<p>Strategies are appropriate to meet the objectives</p> <p>Know what they are teaching and why</p> <p>Times lessons effectively</p> <p>Facilitates effective transitions</p> <p>Provides lesson closure with consolidation</p>
<p>3.3 Include a range of teaching strategies in teaching</p>	<p>Employ a variety of questioning techniques</p> <p>Demonstrates several strategies to achieve a successful outcome</p> <p>Resources and learning environment are appropriate to meet objectives</p>
<p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning</p>	<p>Can access syllabus documents online or on DE portal</p> <p>Is confident to use ICT in classroom activities to extend learning</p> <p>Employ a variety of resources and integrates them in the classroom to engage students in meaningful learning</p>
<p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</p>	<p>Use voice appropriately in the classroom and playground</p> <p>Motivate students and arouses interest and enthusiasm for learning experiences</p> <p>Employ a variety of questioning techniques</p> <p>Plan effectively for successful transitions</p>
<p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning</p>	<p>Know when they have achieved the objective that they set and attempts to adjust accordingly</p> <p>Reflect and evaluate student learning and identifies effective and non-effective teaching strategies</p> <p>Plan for consolidating objectives and lesson closure</p>
<p>3.7 Describe a broad range of strategies for involving parents, carers in the educative process</p>	<p>Know the policy and procedures of parental/carer contact</p> <p>Plan for relevant opportunities for parents and carers to be engaged in their child's learning</p> <p>Welcome family into the classroom</p>

Professional Practice

NPST - STANDARD 4: Create and Maintain Supportive and Safe Learning Environments

Graduate Standard	Exemplar
<p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities</p>	<p>Create an effective learning environment</p> <p>Show enthusiasm for teaching</p> <p>Establish rapport with pupils</p> <p>Can demonstrate a range of strategies to support inclusion</p>
<p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions</p>	<p>Settle the class and use positive strategies to gain attention</p> <p>Use appropriate and clear directions</p> <p>Explain appropriate concepts effectively</p> <p>Know how to set up a classroom to optimise learning</p>
<p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour</p>	<p>Motivate pupils and arouses interest and enthusiasm for learning experiences</p> <p>Interact positively with students</p> <p>Has a range of skills to engage students in their learning</p> <p>Anticipate challenges</p> <p>Demonstrate respectful strategies to redirect inappropriate behaviours</p> <p>Use appropriate techniques to refocus</p>
<p>4.4 Demonstrate strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements</p>	<p>Is aware of responsibilities as a professional within a school</p> <p>Is confident with staff, parents/ caregivers and children</p> <p>Shows initiative and works cooperatively within a school environment</p>
<p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching</p>	<p>Has knowledge of a bank of websites for safe, student internet access</p> <p>Monitor student use of ICT in the classroom and outside</p> <p>Understand the school ICT policy</p> <p>Safeguard the students welfare in terms of publicity, access and use of student photos and images</p>

Professional Practice

NPST - STANDARD 5: Assess, Provide Feedback and Report on Student Learning

Graduate Standard	Exemplar
<p>5.1 Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning</p>	<p>Is explicit with lesson objectives and makes sure that they match the assessment provided</p> <p>Try several assessment strategies or approaches to assess student learning</p>
<p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</p>	<p>Use the student's work to provide relevant feedback</p> <p>Provide feedback that is constructive and purposeful</p> <p>The classroom students know clearly what to do to adjust or adapt what they have done</p>
<p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning</p>	<p>Can work with school colleagues to moderate student classroom work across common curriculum areas or years</p> <p>Can access descriptors online to inform personal judgements on student work</p> <p>Know how to talk with teacher colleagues about common assessment tasks such as National testing items</p>
<p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice</p>	<p>Know how to identify gaps in student's knowledge when reviewing student work</p> <p>Can use an assessment rubric or framework to inform practice and provide feedback</p> <p>Assessment strategies are aligned with curriculum intention</p>
<p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement</p>	<p>A diverse range of strategies and tools are used to evaluate student progress and to report to parents/ carers</p> <p>Meaningful feedback is provided to both</p> <p>Evaluation of student learning and progress includes teacher reflection as to the teaching approaches taken and ways to improve future outcomes</p> <p>Accurate recording in relation to student achievement is kept either online or in reliable student records</p>

Professional Engagement

NPST - STANDARD 6: Engage in Professional Learning

Graduate Standard	Exemplar
<p>6.1 Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs</p>	<p>Is self-reflective and acknowledges own strengths and actions in the classroom</p> <p>Is becoming self-analytical</p> <p>Know about the NPST standards and what they represent and can collect evidence to demonstrate understanding at the graduate level</p>
<p>6.2 Understand the relevant and appropriate sources of professional learning for teachers</p>	<p>Approach all aspects of the practicum work in a professional manner</p> <p>Take opportunities to learn new ways of working</p>
<p>6.3 Seek and apply constructive feedback from Supervisors/ Coaches and teachers to improve teaching practices</p>	<p>Respond positively to suggestions to improve teaching</p> <p>Reflect daily upon lessons and teaching challenges and seeks support for new ways of thinking and working</p>
<p>6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</p>	<p>Engage with new ideas and directions and seek to be creative and innovative within the limits of their responsibilities and capabilities</p> <p>Demonstrate enthusiasm for teaching and recognise that teachers are agents of their own professional learning</p>

Professional Engagement

NPST - STANDARD 7: Engage Professionally with Colleagues, Parents/Carers and the Community

Graduate Standard	Exemplar
<p>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</p>	<p>Know how to act as a professional member of a school community and takes responsibility as expected</p> <p>Understand the code of conduct of the teaching profession and presents themselves dressed as a professional and acting as one</p> <p>Maintain confidentiality at all times</p>
<p>7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage</p>	<p>Is aware of the school and Departmental policies in relation to Occupational Health and safety, Excursion policies, MSB and student's at Educational risk</p> <p>Recognise the need for Individual Education plans for SAER and knows how to write one</p> <p>Know the importance of the Child protection policy</p>
<p>7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers</p>	<p>Welcome and engage with all classroom stakeholders and value their part in the school community</p> <p>Maintain confidentiality at all times and demonstrate the value of this practice</p>
<p>7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice</p>	<p>Know how to access support or request agency support for students through the Deputy Principal and school psychologist, or Visiting teacher service</p> <p>Know how to work with other staff in the classroom [e.g. Teacher Assistants] to support student learning</p> <p>Understand the Learning Coordinator role and Support roles within a school</p> <p>Know the procedure to access external agencies for student support E.g. DC, IEC, Child Development centre etc</p>

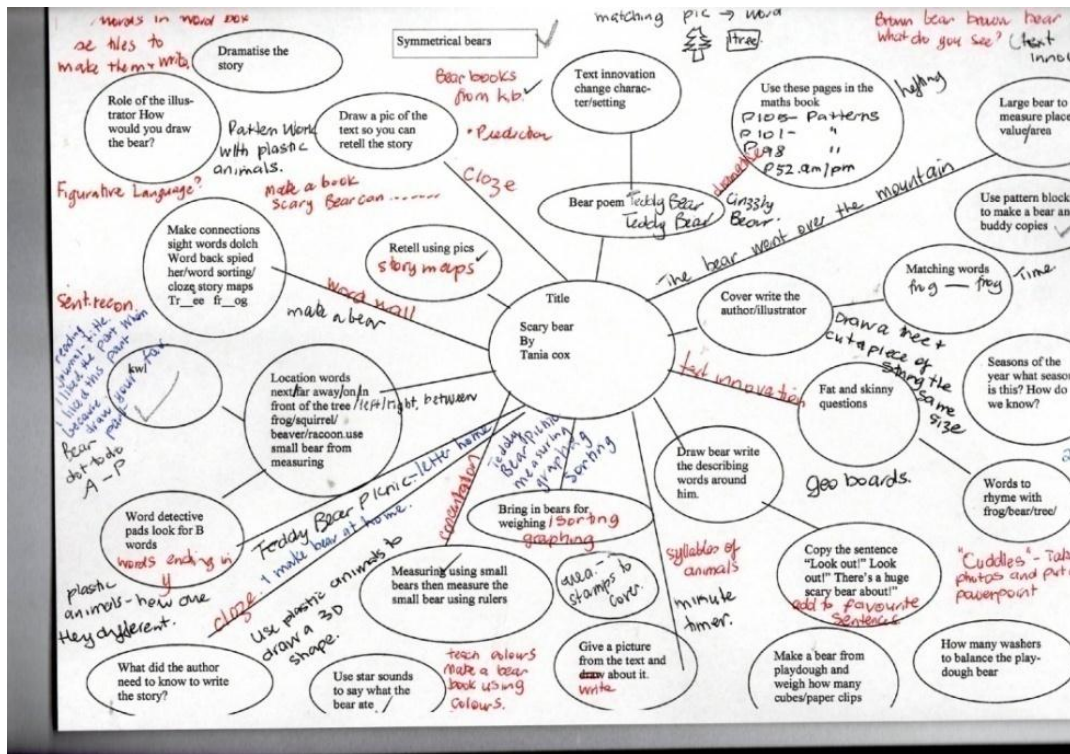
LESSON PREPARATION

“An effective teacher spends a great deal of time on careful and detailed planning” (Barry & King, 2003, p.45).

Once pre-service teachers are confident with lesson planning they may use a Daily Work Pad format to plan the learning experiences. The Daily Work Pad should link to the classroom mentor teacher’s program which provides the necessary links to the WA Curriculum or National Framework.

It is expected that pre-service teachers will complete appropriate planning documentation to ensure successful and engaging lessons. It is of considerable value if the classroom mentor teacher is able to guide the pre-service teacher through this development process. It is requested that the pre-service teachers are assisted in making links to Overarching Outcomes, Learning Area Outcomes, Progress Maps and Values. Included in this handbook are key aspects which need to be considered in all lessons and clearly and consistently documented.

The lesson planning templates in this handbook have been included as a guide. This format has been trialled by students and adjustments made according to the feedback. It is expected that students will address all aspects of this plan; however they may alter the format of their documentation and level of detail as negotiated with the mentor teacher.



Lesson Plan Reflection

“Critical self -reflection is a crucial habit for teachers to develop” (Marsh, 2004, p.57).

It is expected that pre-service teachers will reflect on every lesson taken and this needs to be recorded in an appropriate format.

LESSON PLANNING KEY POINTS

Curriculum /Syllabus documents	<ul style="list-style-type: none"> Record key pointers and connection/link to planning documents
Objectives	<ul style="list-style-type: none"> Specifically in this lesson <ul style="list-style-type: none"> WHAT will the students learn? HOW will the students demonstrate learning? State relevant, realistic, observable and measurable objectives Use descriptions of observable student behaviour or performance that will be used to make judgments about learning Objectives <i>are about the evidence of learning</i>; they specify what behaviour a student must demonstrate or perform in order for a teacher to infer that learning took place. You must have a behavioural verb and the criteria (a statement that specifies how well the student must perform the behaviour) in each objective.
Children's Prior Knowledge/Experiences	<ul style="list-style-type: none"> Details of previous lessons, excursions, incursions, assessed knowledge and understandings.
Learning Environment	<ul style="list-style-type: none"> Physical classroom environment - things you need to do to prepare the classroom or learning area.
Resources	<ul style="list-style-type: none"> Equipment, materials, human resources.
Introduction/Motivation	<ul style="list-style-type: none"> What you will do to engage the students in the learning? How you will make links to past experiences? How you will set the tone for the lesson?
Stated Objectives And Purpose	<ul style="list-style-type: none"> Use plain language to state what the lesson will cover and why.
Main Body Of The Lesson	<ul style="list-style-type: none"> A sequential overview of your lesson. The stages involved in the lesson/activity.
Conclusion/Review And Reflection/Transition	<ul style="list-style-type: none"> Conclusion/Review – How will you conclude the lesson? How will you include all students? How will you clarify what the pupils have learnt? (Ask questions/work sample/whole class reflection/ small group then whole class sharing) Transition - state specifically how will you move the students to the next activity/lesson? Who will be moved and to where?
Extension/Follow-Up	<ul style="list-style-type: none"> What do you have planned for more able students? State your plans for a related follow up activity. How do you see the pupils' learning progressing in the future?
Focus Questions/Checks For Understanding	<ul style="list-style-type: none"> Specific planned questions directly related to your lesson objectives. These questions help you to evaluate learning throughout the lesson and assist in knowing how/where to proceed or plan future lessons.
Modelling/Demonstration	<ul style="list-style-type: none"> Visual representations of what is being learned Demonstrations by the teacher or selected students
Tactics/Grouping	<ul style="list-style-type: none"> What sort of strategies could you use to enhance learning? How will you group the students?
Multiple Intelligences/ Learning styles	<ul style="list-style-type: none"> Which of the intelligences or learning style does your lesson address?
Learning & Teaching Adjustments	<ul style="list-style-type: none"> Are there some individuals who require learning or teaching adjustments? Who are they? What type of differentiation is required?
Assessment	<ul style="list-style-type: none"> Close links to objectives and indications of competence. How will this be monitored? Reflect on Principles of Assessment from the Curriculum Framework.

WHICH STRATEGIES TO USE IN YOUR LESSONS?

TACTICS/GROUPING	MULTIPLE INTELLIGENCES	LEARNING & TEACHING ADJUSTMENTS	ASSESSMENT
<ul style="list-style-type: none"> ○ Think, pair, share ○ Placement ○ Y-chart ○ Brainstorm ○ Mind Map ○ Modelled read/write ○ Shared read/write ○ Guided read/write ○ Independent ○ Collaborative ○ Small group 	<ul style="list-style-type: none"> ○ Verbal/linguistic ○ Logical-mathematical ○ Musical ○ Bodily – Kinaesthetic ○ Visual/Spatial ○ Interpersonal ○ Intrapersonal ○ Naturalist 	<ul style="list-style-type: none"> ○ Who? Names of the pupils. ○ Kind of Assignment ○ Breadth ○ Depth ○ Pace ○ Grouping ○ Time ○ Place 	<ul style="list-style-type: none"> ○ Self-evaluation ○ Group evaluation ○ Teacher evaluation ○ Observation ○ Anecdotal notes ○ Quiz/test ○ Checklist ○ Rubric ○ Interview ○ Learning Journal

LESSON PLAN TEMPLATE EXAMPLE

Learning Area	Year	Time/Session	Date

Topic/Lesson Title:

PREPARATION

Rationale:

Pupils' prior knowledge/experience

Objectives:

Preparation/Resources:

PROCEDURE

Introduction/Motivation:

Minutes

Main body of lesson:

Assessment:

Conclusion:

Transition:

Extension/Follow-Up

Review and Reflect in terms of: space, time, people, learning experiences and resources.

LESSON PLAN EXAMPLE

With connections to: Madeleine Hunter's design for lesson planning: <http://template.aea267.iowapages.org/lessonplan/>

Learning Area	Year	Time/Session	Date

Topic/Lesson Title:

PREPARATION

Rationale:

**What is the purpose of this lesson? What is being targeted?
 How does it relate to the appropriate syllabus or curriculum documents?**

Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, care about as a result of the teaching?

Pupils' prior knowledge/experience

The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance. [Standards: an explanation of the type of lesson to be presented, procedures to be followed, and behavioural expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner].

Objectives:

By the end of the lesson the students will be able to:

Preparation/Resources

PROCEDURE

Introduction/Motivation:

What you will do to engage the students in the learning?

Anticipatory Set: sometimes called a "hook" to grab the student's attention:

Actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson.

- to put students into a receptive frame of mind.
- to focus student attention on the lesson to create an organising framework for the ideas, principles, or information that is to follow
- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.

Main Body of the Lesson:

Minutes: _____

Including focus questions, checks, for understanding, modelling and demonstration and closure.

Teaching: Input

The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

Teaching: Modelling

Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labelling, categorising, comparing, etc.

Teaching: Checking for Understanding

Determination of whether students have "got it" before proceeding.

It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice.

Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative.

Guided Practice

An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.

The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Closure

Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion.

Used to help students bring things together in their own minds, make sense out of what has just been taught.

Any questions? No. "OK, let's move on" is not closure.

Transition **Minutes:** _____

Extension/Follow-Up:

Independent Practice:

Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class.

Review and Reflect in terms of: space, time, people, learning experiences and resources:

Review and Reflect in terms of: space, time, people, learning experiences and resources

Assessment:

LESSON PLAN REFLECTION EXAMPLE

Date/Day: _____

Proposed follow up

Students' Learning:

Learning Experiences - To what extent were the outcomes/objectives achieved?

Reflect on Pupils' Progress (focus students?)

Individual

Whole Group

Small Group

Proposed follow up

Teaching:

How effective were my teaching strategies?

Next time I will:

Next time I will not:

How could I address the Learning & Teaching Principles in a more effective manner?

How could I address the Assessment Principles in a more effective manner?

How effective were the teaching resources?

DAILY WORK PAD FORMAT SUGGESTION

Objectives	Learning Experiences & Resources Steps in lesson	Assessment	Link to Curriculum documents

DAILY WORK PAD REFLECTION SUGGESTION

Date/Day: _____

Pupils' Learning:

Learning Experiences - To what extent were the outcomes/objectives achieved?

Reflect on Pupil Progress (focus students)

Proposed follow up

Teaching:

How effective were my teaching strategies?

How effective were the teaching resources?

PRE SERVICE TEACHER TEACHING FILE

Students should always have their pre-service Teaching File up-to-date and accessible for the classroom mentor teacher, principal and supervisor/Coach. Lessons should be indexed and prepared 2 or 3 days in advance.

Please maintain a pre-service Teaching File of all 'in-school' activities, as this file is intended to provide a comprehensive record of the student's lessons and activities in a school during Professional Experience. It should contain the following:

- **National Criminal History Record Check Clearance Form**, from the Department of Education Screening Unit
- **Working With Children Form**, from Post Office and sent to the WA Department of Community Development
- **Curtin Insurance Policy Form**
- **Code of Conduct**, School of Education
- **Professional Experience Handbook**, including instructions from the Professional Experience Seminar detailing requirements for the practicum
- **Lesson plans** undertaken by the pre-service teacher. Plans should indicate the learning area, the year level of the class and the date the lesson was taught. Lesson plans should be filed in the order in which they were undertaken even when categorised into learning areas
- **Teaching and learning resources** which may have been used
- **Evidence collected against the National Professional Standards for Teachers**
- **Self-reflective** comments from the pre-service teacher for each lesson, together with written comments from either the classroom mentor teacher or the supervisor

At the conclusion of each professional experience placement the materials should be filed and indexed in the pre-service teacher's Resource File.

The file is often interpreted as being indicative of the pre-service teacher's attitude. For this reason, it is to the pre-service teacher's advantage to ensure:

- Professional clarity and presentation of the file, including aspects such as the uniformity of paper size, neatness and legibility and general appearance
- Availability of the file for classroom mentor teachers, school co-coordinators and supervisory staff

RESOURCE FILE

Pre-service teachers have many opportunities to observe a wide variety of learning and teaching experiences and will, therefore, gradually accumulate files of ideas and resources that can be a valuable reference for a new teacher.

In order to organise these experiences and resources, it is requested that pre-service teachers organise a resource file and keep a record of relevant materials that are considered to be useful references.

The following list of suggestions is included as a guide to the many types of resources which could be included.

- **Book Lists**

- Teachers' reference books
- Children's books and the level for which they are suited
- Activity books and the level for which they are suited
- Reading schemes used in schools - relevant comments on various series and their application

It is important that as much information as possible about resources be included.

- **Songs, Dances and Music**

A collection of suitable songs, singing games, dances and music. Reference sources, actual copies and/or recording could be included.

- **Poetry**

- **Stories**

- **Pictures**

- **Curriculum Activities**

Ideas for students' activities, such as energisers, self-esteem games and so on, should be collected and indexed. Ideas for all learning areas

- **Resources within the school**

Curriculum resources that may be purchased, such as sporting equipment and computer software

Ideas for charts, rosters, routines, rules, room arrangements and so on, that may be adapted for use in your own class.

- **Administrative Resources**

- Individual Education Plans (IEP)
- Bullying Policy
- School Excursions
- Teacher Letters
- School Booklet (parent information)

- **Web sites**

There is no prescribed format for the Resource File, however, it is to the Pre-service teacher's advantage that a system evolves to classify resources so that they are readily identifiable and accessible.

AT RISK RECORD FORM

Establishing 'at risk' status

Name of Pre-Service teacher: _____

School: _____

Date ____/____/____

Mentor Teacher: _____

Coach or Curtin supervisor: _____

The 'at risk' process must commence by the mid-point of the Internship.

Key reasons for "at risk" status: (these elements are considered developmental goals):

- 1.
- 2.
- 3.
- 4.
- 5.

Developmental strategy: (List strategies to be used to support the student in achieving the above developmental goals.

A daily report is to be completed using the proforma on next page

Developmental goals	Developmental strategy	Key support person	Signature of Pre-Service teacher
1.			
2.			
3.			
4.			
5.			

Internship:

Week ____ Day _____ Student's name _____

To be completed at the end of each supported practice day

Assessment day	Progress report	Assessment rating
Developmental goal 1		<input type="checkbox"/> Pre-Service teacher has made a conscious effort to improve practice <input type="checkbox"/> Pre-Service teacher has not made a conscious effort to improve practice
Developmental goal 2		<input type="checkbox"/> Pre-Service teacher has made a conscious effort to improve practice <input type="checkbox"/> Pre-Service teacher has not made a conscious effort to improve practice
Developmental goal 3		<input type="checkbox"/> Pre-Service teacher has made a conscious effort to improve practice <input type="checkbox"/> Pre-Service teacher has not made a conscious effort to improve practice
Developmental goal 4		<input type="checkbox"/> Pre-Service teacher has made a conscious effort to improve practice <input type="checkbox"/> Pre-Service teacher has not made a conscious effort to improve practice
Developmental goal 5		<input type="checkbox"/> Pre-Service teacher has made a conscious effort to improve practice <input type="checkbox"/> Pre-Service teacher has not made a conscious effort to improve practice

Comments (where relevant)

Recommendations: (To be completed at the end of a 5-day “at risk” period)

- “At risk” status to be removed and Pre-Service teacher is able to participate successfully in a professional review.

- Pre-Service teacher’s ‘at risk’ status is to be extended by a period of _____ days for the purposes of additional teaching practice (continue another “at risk form”).

- Pre-Service teacher has failed the teaching experience and the Professional practice Office, will be informed.

Mentor Teacher Block Print Name

Signature

Professional Experience Co-ordinator / Coach / Supervisor
Block Print Name

Signature

Pre-service teacher Block Print Name

Signature

Date: _____