Professional Experience Handbook

Bachelor of Education
Secondary Internship

Guidelines for

Principals/Co-ordinators
Mentor Teachers
Interns
University Supervisors
## CONTENTS

### General Information
- Professional Experience Staff Contact Details
- Welcome to Professional Experience at Curtin University
- Overview of the Internship

### Roles and Responsibilities
- Role of the Principal/School Professional Experience Coordinator
- Role of the Mentor Teacher
- Role of the Curtin Supervisor
- Role of the Intern
- Role of the Professional Placement Officers
- Roles of the Unit Co-ordinator

### Internship Guidelines
- Pre-Internship Visits
- Teaching Load
  - Week 1
  - Week 2
  - Week 3 Onwards
- Internship Progress Report
- Internship Final Assessment Report
- At Risk Record Form

### Assessment Forms for Mentor Teachers
- Assessment Forms for Mentor Teachers
- Internship Progress Report
- Internship Final Assessment Report
- Absentee Form
- Mentor Teacher’s Lesson Observation Template
- Mentor Teacher’s Lesson Observation Template

### Assessment Forms for Curtin Supervisors
- Assessment Forms for Curtin Supervisors
- Feedback Comments & Suggestions Form
- Internship Final Assessment Report and Mark

### Students ‘At Risk’
- Students ‘At Risk’
- At Risk Record Form

### Resources
- Planning
- Lesson Plan Reflection Example
PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Office of Professional Experience Administration

Fax: 9266 2547
Email: Professional.Experience@curtin.edu.au
Website: http://humanities.curtin.edu.au/schools/EDU/education/prof_exp.cfm

Professional Experience Placement Officer

Michael Fitzpatrick  michael.fitzpatrick@curtin.edu.au
Tel: 9266 2042

Unit and Course Coordinator

Dr Rebecca Walker  rebecca.m.walker@curtin.edu.au

Director Student Experience

Dr Jennifer Howell  Jennifer.Howell@curtin.edu.au
WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

We would like to thank you for agreeing to participate in the Professional Experience component of our pre-service Teacher Education programs. We value your time, commitment and energy and appreciate your efforts to help our students embark on their professional preparation. We anticipate that pre-service teachers will find working with students in schools enjoyable and rewarding. Professional Experience placements provide opportunities for in-depth exploration of a chosen career, and the chance to trial, apply, reflect on and refine ideas that have been developing throughout each semester of the degree program.

The Professional Experience program is an integral part of the Teacher Education courses at Curtin University. The program is based on three major premises: gradual, varied and integrated experiences. Success in Professional Experience is essential for pre-service teachers’ professional development and for continuation in the course. Pre-service teachers must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all pre-service teachers will prepare lesson plans and keep a log of detailed observations and reflections. A template is provided to guide these processes; alternatively the format may be negotiated with the mentor teacher.

- Absenteeism: Where absence is unavoidable pre-service teachers are required to notify both the School and Curtin University Professional Experience Office no later than 8.00am on the day concerned. Pre-service teachers are often expected to make up days lost through absenteeism. An Absentee form is provided later in this handbook.

- Please forward all completed forms to the relevant email/fax listed earlier in this handbook.

- Pre-service teachers must maintain a Teaching File as a comprehensive record of the activities and lessons undertaken during professional experience. It is also strongly suggested that a resource file be developed to organise the ideas and resources used during placements.

The information presented in this handbook should answer any questions you may have. Alternatively, please consult the contact list if you would prefer to speak to someone in person.

Once again, many thanks for your participation in the Professional Experience component of our pre-service teacher education programs.

The Professional Experience Team
School of Education
Curtin University
OVERVIEW OF THE INTERNSHIP

The Bachelor of Education Secondary Course has four Professional Experience placements which are essential components of the course and are planned to integrate the pre-service teachers’ studies with practical learning experiences. The placements also provide opportunities for our pre-service teachers to gather evidence against each of the Australian Professional Standards for Teachers.

The fourth-year Professional Experience commitment allows increasing responsibility for the students’ learning to be assigned to the Intern as the focus is on transition to the profession, pedagogy and reflective practice. This extended period of one school term is designed to provide teaching experiences culminating with major responsibility for a class of students.

Our fourth-year Interns are encouraged to work alongside experienced classroom teachers leading up to their one school term placement in the final year of their course. They then become part of the school workplace community whilst building their skills for their final school-term teaching placement. In addition to teaching lessons it is the intention that the Intern becomes familiar with all aspects of their Mentor Teacher’s normal routine.

During the Internship, Interns are expected to maintain well organised and detailed records of planning and evaluation in their indexed and neatly organised teaching files. Please ensure that the files are up-to-date and readily accessible for review by University Supervisor(s) and Mentor Teacher(s).

The table below provides a summary of the timing, length of placement and the location within the program for each of the Professional Experience placements. The Professional Experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of students.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:</strong></td>
<td><strong>Unit:</strong></td>
<td><strong>Unit:</strong></td>
<td><strong>Unit:</strong></td>
</tr>
<tr>
<td>EDSC1001</td>
<td>EDSC2001</td>
<td>EDSC3001</td>
<td>EDUC4006</td>
</tr>
<tr>
<td>Professional Practice in Secondary Education 1</td>
<td>Professional Practice in Secondary Education 2</td>
<td>Professional Practice in Secondary Education 3</td>
<td>Internship</td>
</tr>
<tr>
<td><strong>Focus area:</strong></td>
<td><strong>Focus area:</strong></td>
<td><strong>Focus area:</strong></td>
<td><strong>Focus area:</strong></td>
</tr>
<tr>
<td>Introduction to pedagogy, reflective practice</td>
<td>Pedagogy, effective planning and classroom management, reflective practice</td>
<td>Pedagogy, assessment practices, reflective practice</td>
<td>Pedagogy, transition into beginning teacher, reflective practice</td>
</tr>
<tr>
<td><strong>Length of placement:</strong></td>
<td><strong>Length of placement:</strong></td>
<td><strong>Length of placement:</strong></td>
<td><strong>Length of placement:</strong></td>
</tr>
<tr>
<td>3 weeks</td>
<td>3 weeks</td>
<td>3 weeks</td>
<td>one school term</td>
</tr>
</tbody>
</table>
### ROLES & RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
</tr>
</thead>
</table>
| School principal or nominated school-based staff member | Professional Experience Coordinator | • Welcome the Intern into the school community: introduce to staff & induct student into the school context.  
• Ensure that Mentor Teachers are informed of the placement and have access to the Curtin Professional Experience Handbook.  
• Mediate if necessary between the intern teacher and the mentor teacher. | Mentor Teacher/s  
Curtin Professional Placement staff | Interns do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers. |
| Mentor Teacher | Mentor | • Induct the Intern into the class & articulate classroom practices and routines.  
• Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook.  
• Review and provide feedback on lesson plans.  
• Provide written post-lesson feedback that is constructive.  
• Discuss the Interns progress with the Curtin Supervisor during their visit.  
• Alert the Curtin Supervisor if the Intern is At Risk of failing.  
• Work with the Curtin Supervisor and the Intern to complete the At Risk Form.  
• Complete the assessment forms; sign and have the Intern sight and sign, and give a copy to the Intern and email/fax the final report and grade to Curtin University. | Professional Experience Coordinator  
Curtin Supervisor | Interns do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times. |
| Curtin Supervisor | Confirmation of satisfactory progress OR At-Risk | • Formally visit the Intern and observe them teaching the required amount of times.  
• Provide written and verbal feedback on the lesson to the Intern.  
• Provide a copy of the written feedback to the Intern.  
• Discuss the Interns progress with the Mentor Teacher.  
• Examine and provide feedback to the Intern’s Professional Placement Officers | Mentor Teacher  
Intern  
Professional Placement Officers | Please ensure that the Intern has indicated their preferred lessons for observation.  
Interns At Risk may require an additional visit.  
You may contact the Unit |
<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Intern | Temporary member of staff | Experience files.  
• Complete the **Assessment Form**: provide a copy (on the day if possible) to the Intern and email/fax a copy to the Professional Placement Office at Curtin. Please retain the original for your records.  
• Contact the Professional Experience Office at Curtin if an Intern is deemed At Risk.  
• Work with the Mentor Teacher and the Intern to complete the At-Risk form if applicable. | | Coordinator if there are significant issues in regards to an Intern placement/experience. |
| Intern | Temporary member of staff | • Contact the school **prior** to your placement.  
• Undertake the recommended number of **pre-visits**.  
• **Contact your University Supervisor as soon as possible**, and ensure you send them a copy of your teaching timetable and preferred lesson for observation. Then maintain contact with your Supervisor.  
• **Thoroughly read through the relevant Professional Experience Handbook**: in particular, your observation & teaching requirements AND the assessment forms against which you will be graded.  
• Make time to plan with your Mentor Teacher.  
• Provide your mentor teacher with a **hard copy of your lessons plans** at least 24 hour PRIOR to teaching the lesson.  
• Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities.  
• Seek and LISTEN to feedback and advice.  
• **Ensure that you have a copy of the Curtin Supervisor’s written feedback AND their assessment form.**  
• Ensure that you **SIGN and receive a copy of your final report from your mentor teacher.** | | Interns do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers.  
• Do NOT use social networking sites (e.g. Facebook) to discuss matters pertaining to the school, teachers or students. Do NOT use children’s photos in any online forums. |
<table>
<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Placement Officers</td>
<td>Placement &amp; monitoring</td>
<td>• Distribute and collect all necessary student documentation, including the Professional Placement information forms.</td>
<td>Professional Experience Coordinators</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initial contact with schools via the Professional Experience Coordinator, and subsequent placement of students.</td>
<td>Interns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inform Interns of their placements as soon as possible.</td>
<td>Unit Coordinators</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inform Interns of their Curtin Supervisor as soon as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Monitoring the returning of Curtin Supervisor and Mentor Teacher paperwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inform the Unit Coordinator of any students reaching At Risk status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Coordinator</td>
<td>Unit management</td>
<td>• Ensure that all Interns are well-aware of the expectations Curtin University has of them during their placement.</td>
<td>Professional Placement Officers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensure that all Interns have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement.</td>
<td>Curtin Supervisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with the Curtin Supervisor and Mentor Teacher to monitor At Risk students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enter all results into Blackboard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERNISHIP GUIDELINES

PRE-INTERNISHIP VISITS

Interns are expected to visit their placement school and classrooms as much as possible before they commence their formal placement. Pre-internship contact time is to be arranged between the Intern and the Mentor Teacher. In general, the requirement is for five visits, so the Intern is able to observe and begin to learn about and discuss:

- Classroom organisation and procedures, including management plans
- Students’ names and learning needs
- Teaching strategies
- Assessment procedures
- Practical aspects such as parking, morning tea provision, location of rooms and resources, school opening and closing times, times of staff meetings, etc.

Interns should specifically discuss requirements for lessons for the first two weeks of the Internship.

TEACHING LOAD

There are University expectations regarding the amount of teaching done during the Internship. These are guidelines rather than requirements, as it is recognised that different schools have different period lengths. Some Interns may do more than these hours and others slightly less.

If teaching in the Interns minor is not available, the amount of teaching in the major should be increased or the Mentor Teacher may approve an alternative in an area of interest.

WEEK 1

In week one, Interns should:

- Become familiar with all aspects of the classroom routines
- Plan, teach and evaluate approximately 2 to 3 lessons per day in their major teaching area, or 10 to 12 hours teaching per week
- Write full lesson plans for week 1 (see Lesson Plan Template as a suggested format)
- Plan with the classroom Mentor Teacher and have an approved teaching program for all classes taught for weeks 2-3
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

WEEK 2

In week two, Interns should:

- Plan, teach and evaluate approximately 3 to 4 lessons per day of their major teaching area or 12 – 16 hours teaching per week
- In collaboration with the classroom mentor teacher prepare the lesson plans for each day during week 2
- Plan with the classroom mentor teacher and have an approved teaching program for all classes taught for weeks 3 onwards
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties
WEEK 3 ONWARDS

In weeks three onwards, Interns should:

- Plan, teach and evaluate approximately 20 hours each week, or a 100% teaching load
- This is made up of approximately 16 hours in the major teaching area and approximately 1 lesson per day or 4 hours teaching per week in their minor teaching area
- Take full responsibility for class programs and lessons
- In collaboration with the Mentor Teacher prepare lesson plans for each lesson taught
- Student records must be regularly updated to monitor progress
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

PLEASE NOTE:

The Mentor Teacher Retains Duty of Care.

As the Internship progresses it is anticipated that lesson planning preparation should be adjusted to realistically reflect the Intern’s ability and the increased demands made on his/her time by the teaching load.

In the final week of the internship, please permit the Intern time to finalise all matters for the Internship e.g. administrative procedures, program evaluations, completion of the resource file and conferences with the Mentor Teacher(s).

In the final week of the Internship, all formal assessment documents need to be completed and returned to Curtin University.
ASSESSMENT FORMS FOR MENTOR TEACHERS

Two separate forms are combined to comprehensively evaluate the Intern:

Part 1: Internship Progress Report. The Mentor Teacher is asked to discuss this report with the Intern in their class and indicate Continues or At Risk, with substantiating comments if appropriate. Please provide this feedback to the Intern by week 5, before emailing/faxing it to the Curtin Professional Experience Office. If possible, the form should be discussed with the Curtin Supervisor. The Intern should be provided with his/her own copy of this report.

Part 2: Internship Final Report and Mark. The Mentor Teacher and the Curtin Supervisor each complete a copy of the report, and award a mark out of 10. Note: It is acceptable to award a 10/10 to an Intern exhibiting outstanding teaching skills as a final year student.

The Intern is required to sight and sign both reports. Please provide the Intern with a copy of the reports upon completion of the Internship.

The University Supervisor and Mentor Teacher will email or fax the reports to the Professional Experience Office upon completion of the Internship. The final grade is an average of the marks awarded by the Mentor Teacher and the University Supervisor, and is only confirmed at a special Board of Examiners’ meeting at the university.
INTERNSHIP PROGRESS REPORT
COMPLETED BY THE MENTOR TEACHER
(The Intern and the University to be given a copy by the end of Week 5)

Bachelor of Education - Secondary

Intern: ____________________________________________  _________________________________
(Print Last Name)                  (Print Given Names)

School: ____________________________________________  Class:

Professional Experience Dates: ____________________________________________

This progress report integrates the Curtin University Internship Unit Outcomes and the Australian Professional Standards for Teachers.

**Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning.**

NPST - STANDARD 1: Know students and how they learn

<table>
<thead>
<tr>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses teaching strategies that are effective for students who learn at different rates and in different ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes rapport with students. Diverse cultures and backgrounds are respected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages and maintains students’ interest and enthusiasm in planned learning experiences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

**Areas for improvement**

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
**Unit Outcome 2.** Successful students in this unit implement and modify appropriate teaching and learning programs.

NPST - STANDARD 2: Know the content and how to teach it

NPST - STANDARD 3: Plan for and implement effective teaching and learning

<table>
<thead>
<tr>
<th>Links planning to curriculum / syllabus documents / outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demstrates appropriate knowledge of central concepts of content / subject area</td>
</tr>
<tr>
<td>Plans and implements specific objectives appropriate to students’ development</td>
</tr>
<tr>
<td>Uses resources effectively, including ICT, to support achievement of lesson objectives</td>
</tr>
<tr>
<td>Provides written evidence of thorough preparation for teaching</td>
</tr>
<tr>
<td>Plans and implements lesson sequence with clear beginning, middle and ending</td>
</tr>
<tr>
<td>Makes aims of learning experiences explicit to students, linking new concepts to prior knowledge</td>
</tr>
<tr>
<td>Uses a range of instructional strategies to meet objectives and engage students</td>
</tr>
<tr>
<td>Gives clear and explicit directions and explanations and checks regularly for understanding</td>
</tr>
<tr>
<td>Provides feedback effectively to students, individually and collectively</td>
</tr>
<tr>
<td>Uses a voice appropriately in and out of the classroom</td>
</tr>
<tr>
<td>Uses a variety of questioning techniques promoting student involvement and thinking</td>
</tr>
<tr>
<td>Makes appropriate adjustments for students with varying needs</td>
</tr>
<tr>
<td>Plans effective transitions</td>
</tr>
<tr>
<td>Maximises opportunities for families to be engaged in learning activities</td>
</tr>
<tr>
<td>Uses effective strategies to teach literacy and numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_____________________________________________________________________________________

**Areas for improvement**

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_____________________________________________________________________________________

**Unit Outcome 3. Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress**

**NPST - STANDARD 5: Assess, provide feedback and report on student learning**

<table>
<thead>
<tr>
<th></th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares explicit lesson objectives and assessments linked to them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of well-planned assessment strategies to assess student learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies gaps in student knowledge when reviewing student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the students’ work to provide relevant feedback that is constructive and purposeful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses and records student learning outcomes to provide the basis for ongoing planning and reporting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses suitable techniques to maintain accurate, reliable student records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works appropriately with school colleagues to moderate student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively uses appropriate strategies and tools to report to parents/carers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates student learning and progress, including reflection on teaching approaches and ways to improve future outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

**Areas for improvement**

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
<table>
<thead>
<tr>
<th>Unit Outcome 4. Successful students in this unit implement effective classroom management strategies.</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPST - STANDARD 4: Create and maintain supportive and safe learning environments</td>
<td>Creates an environment to optimise learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses positive techniques to create and maintain a productive learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishes and maintains class routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishes clear expectations for standards of behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates awareness of individual behaviours and progress while maintaining overall supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offers encouragement to all students to enhance learning experiences and build self-confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refocuses and redirects inappropriate behaviours in a respectful, consistent and fair manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anticipates and prepares for challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remains calm and confident while dealing with difficult situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follows school policies and practices to manage challenging behaviour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

**Areas for improvement**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Unit Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.

NPST - STANDARD 6: Engage in professional learning
NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community

<table>
<thead>
<tr>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
</table>

Demonstrates enthusiasm for teaching and takes responsibility for own professional learning

Reflects daily on lessons and teaching challenges and seeks support for new approaches

Seeks and responds positively to advice and support from Mentor Teacher/coach/supervisor

Approaches all aspects of the Internship in a professional manner

Maintains a high standard of documentation e.g. planning, resource files

Shows initiative in engaging with new ideas and directions within the limits of responsibilities

Adheres to relevant ethical, legislative, administrative and organisational policies and processes

Works effectively, sensitively and confidentially with parents/carers

Provides opportunities for families to be engaged in learning activities

Participates confidently in the school community and works cooperatively with school staff

---

Overall strengths

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Areas for improvement

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
RECOMMENDATIONS:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

COMMENDATIONS:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

At this stage of the placement it is recommended that the:

☐ Intern continues the placement

☐ At Risk process is applied

Mentor Teacher: ________________________         _________________________       __________
                  Print name                    Signature       Date

Intern: _________________________________         _________________________       __________
        Print name                    Signature       Date

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au
       Fax: 9266 2547

Please provide a copy to the Intern and retain a copy for your records
INTERNSHIP FINAL ASSESSMENT REPORT AND MARK
COMPLETED BY THE MENTOR TEACHER

Intern: ___________________________     _________________________

(Student ID: ______________________)

(Please print Last Name)          (Print Given Name/s)

Bachelor of Education Secondary

School: __________________________________________________________

Class: _______________

Please comment on the extent to which the Intern has achieved the outcomes below. You may wish to refer to the mid-internship progress report for examples of how these outcomes and standards may be demonstrated.

Curtin University Internship Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning.
STANDARD 1: Know Students and How They Learn

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Curtin University Internship Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs.
STANDARD 2: Know the Content and How to Teach It
STANDARD 3: Plan For and Implement Effective Teaching and Learning

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Curtin University Internship Outcome 3. Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress.
STANDARD 5: Assess, Provide Feedback and Report on Student Learning

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Curtin University Internship Outcome 4. Successful students in this unit implement effective classroom management strategies.

STANDARD 4: Create and Maintain Supportive and Safe Learning Environments

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.

STANDARD 6: Engage in Professional Learning
STANDARD 7: Engage professionally with colleagues, parents/carers and the community

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
_____________________________________________________
Final Comments:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

EVALUATION OF INTERN FOR THIS PROFESSIONAL EXPERIENCE PERIOD

Please check one box only

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Highly Competent</td>
<td>Competent</td>
<td>Failing Grades</td>
<td>Unsuitable for Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: This is NOT the final mark. The final mark will be ratified and released by the School of Education Board of Examiners.

Mentor Teacher: ___________________________   ___________________________   ___________
Print name   Signature   Date

Intern: ____________________________________   ___________________________   ___________
Print name   Signature   Date

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au
Fax: 9266 2547

Please provide the original to the Intern and retain a copy for your records
ABSENTEE FORM

Intern: _______________________________  _______________________________
        (Print Last Name)                                                              (Print Given Name/s)

School: __________________________________________________________________________

Dates of Placement: From _____________________________  To _____________________________

Dates of Absence: __________________________________________________________________
(Interns must make up absent days *immediately* following the official placement dates)

Medical Certificate Provided  No  Yes
(Doctor’s certificate/s to be sent with this form if absent 3 days or more)

Date/s Attended for Make-up Days: _________________________________________________

Mentor Teacher: ___________________________  ___________________________  _____________
        (Print name)                                             (Signature)                                  (Date)

Please email or fax the completed form with Doctor’s certificate (if applicable) to:

Email: Professional.Experience@curtin.edu.au
       Fax: 9266 2547
MENTOR TEACHER’S LESSON OBSERVATION TEMPLATE
(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the Intern)

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Observation time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Class:</td>
</tr>
<tr>
<td></td>
<td>Lesson:</td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

Intern Teaching File: content, organisation, presentation

Planning & Preparation: Professional Knowledge and Practice

Teaching & Learning: Professional Knowledge and Engagement

Communication: Professional Practice
Relationships with children/students and colleagues: Professional Engagement

Classroom Management: Professional Practice

Professionalism: Professional Engagement

Conclusion

Mentor Teacher: __________________________________________

Signature: ___________________________ Date: ________________

Intern: ___________________________ (Signature) ___________________________ (Date)

(Print name) (Signature) (Date)
MENTOR TEACHER’S LESSON OBSERVATION TEMPLATE
(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the Intern)

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Observation time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Lesson:</td>
</tr>
<tr>
<td>Class:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

Mentor Teacher: ________________________________________________________________

Signature: __________________________________________ Date: ______________

Intern: ________________________ (Print name) ________________ (Signature) ______________ (Date)
ASSESSMENT FORMS FOR CURTIN SUPERVISORS

Thank you for supporting our interns during their final Professional Experience placement. Your role includes assisting with formative and summative assessments of the Interns as they progress through and complete their Internship. This can be a rewarding yet challenging task. Your assessment is combined with the Mentor Teachers to form a picture of the development and achievements of each student. We appreciate the time you take to undertake this assessment and we would be pleased to discuss any queries or concerns you may have with the process.

All forms for the assessment are combined in this handbook.

1. **COMMENTS AND SUGGESTIONS FORM** is designed to record your observations about the Intern’s achievement and development during your early visits. Please photocopy and use according to your preferences and needs. Please email or fax a copy of your comments and suggestions upon completion.

2. The second document is the required **INTERNSHIP FINAL ASSESSMENT REPORT AND MARK** that the graduating teacher will take to their prospective employer. Please email or fax a copy of this to Curtin and give one to the Intern. We appreciate that you may not have had the opportunity to observe all components equally during your three visits, but these items may also be used to guide your observations of teaching and documentation as well as your conversations with the Intern. The final assessment mark reflects what you consider is appropriate for the Internship.

Although you will have been communicating with the Mentor Teacher about the Intern’s progress, it is expected that your final assessment is somewhat independent so another viewpoint is used for the final assessment of the internship.
FEEDBACK COMMENTS & SUGGESTIONS FORM
COMPLETED BY THE CURTIN SUPERVISOR
(for use during lesson observations to assist in writing reports and giving feedback to the Intern)

<table>
<thead>
<tr>
<th>Intern:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Observation time:</td>
</tr>
<tr>
<td>Class:</td>
</tr>
<tr>
<td>Lesson/activity:</td>
</tr>
<tr>
<td>School:</td>
</tr>
</tbody>
</table>

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

Supervisor: ___________________________    ________________________   ____________
(Print name)                     Signature          Date

Intern: ___________________________    _________________________   ____________
(Print name)                     Signature          Date

Please email or fax the completed document to:
Email: Professional.Experience@curtin.edu.au
Fax: 9266 2547

Please provide a copy to the Intern and retain a copy for your records
INTERNERSHIP FINAL ASSESSMENT REPORT AND MARK
COMPLETED BY THE CURTIN SUPERVISOR

Intern: __________________________ _________________________
(Student ID: ______________________)
(Print Last Name) (Print Given Name/s)

☐ Bachelor of Education - Secondary

School: ___________________________________________ Class: __________

Please comment on the extent to which the Intern has achieved the outcomes below. You may wish to refer to the mid-internship progress report for examples of how these outcomes and standards may be demonstrated.

Curtin University Internship Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning.

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

Curtin University Internship Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs.

NPST - STANDARD 2: Know the Content and How to Teach It
NPST - STANDARD 3: Plan For and Implement Effective Teaching and Learning
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Curtin University Internship Outcome 3. Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress.

NPST - STANDARD 5: Assess, Provide Feedback and Report on Student Learning
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Curtin University Internship Outcome 4. Successful students in this unit implement effective classroom management strategies.
NPST - STANDARD 4: Create and Maintain Supportive and Safe Learning Environments

Curtin University Internship Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.
NPST - STANDARD 6: Engage in Professional Learning
NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community

Final Comments:

EVALUATION OF INTERN FOR THIS PROFESSIONAL EXPERIENCE PERIOD

Check One Box Only

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Highly Competent</td>
<td>Competent</td>
<td>Failing Grades</td>
<td>Unsuitable for Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: This is NOT the final mark. The final mark will be ratified and released at the School of Education Board of Examiners

Supervisor: ___________________________  ___________________________  ___________
Print name                  Signature          Date

Intern: ___________________________  ___________________________  ___________
Print name                  Signature          Date

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au
Fax: 9266 2547

Please provide the original to the Intern and retain a copy for your records
**STUDENTS ‘AT RISK’**

Most Interns continue to develop and progress satisfactorily during the course of their internship. Occasionally a Mentor Teacher will have serious concerns.

**At Risk** is the term used to signify that the Intern is failing to make progress towards meeting the competencies and the required professional behaviour and skills at a level normally expected of an Intern at their stage of professional learning.

The At Risk process is not an automatic fail, it is a process to help the Intern, Mentor and Supervisor identify aspects that need improving and provide the student with an opportunity to improve their practices in order to pass their placement.

Please note that the At Risk process can be commenced at any time during the placement. Ideally, this should begin immediately following the Progress Report.

If you have an Intern whom you consider is at risk of failing then please be guided by the following steps:

- Contact the Professional Experience Office for guidance upon initiating the At Risk procedure. The contact details are at the front of this handbook.

- The At Risk process is an opportunity for the Intern, Mentor Teacher and Supervisor to discuss progress, identify areas for improvement and to set out aspects that need to be improved if the placement is to be completed successfully. Please use the At Risk form to guide this process.

- The completed At Risk form should be signed by the Intern, Mentor Teacher and Supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team.

- By weeks 8-9, a meeting should be scheduled between the Mentor Teacher, Curtin Supervisor and Intern, to evaluate the At Risk status.
‘AT RISK’ RECORD FORM

Name of Intern: ____________________________________ Student ID: __________________

School: _______________________________________________________________________

Date   ______/______/______

Mentor Teacher: ________________________________________________________________

Curtin Supervisor: _______________________________________________________________

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.

<table>
<thead>
<tr>
<th>Developmental goals</th>
<th>Developmental strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Curtin Supervisor: _____________________________   Date:  _____________
Mentor Teacher: _____________________________   Date:  _____________
Intern: _________________________________________                Date:  _____________

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au
Fax: 9266 2547
PLANNING

It is expected that Interns will complete appropriate planning documentation to ensure successful and engaging lessons. It is of considerable value if the Mentor Teacher is able to guide pre-service teachers through this development process. It is requested that Interns are assisted in making links to relevant curriculum documents and share their own planning processes and documents.

Please Note: The following documents are electronically available on the Bachelor of Education Secondary Blackboard site

LESSON PLAN TEMPLATE EXAMPLE

<table>
<thead>
<tr>
<th>Curriculum area &amp; Content</th>
<th>Content descriptions from the AC + specific content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td><em>By the end of this lesson, students will be able to:</em></td>
</tr>
<tr>
<td>Overall duration (time)</td>
<td></td>
</tr>
<tr>
<td>Student prior knowledge</td>
<td>Assumed or expected</td>
</tr>
<tr>
<td>Materials</td>
<td>• Resources •</td>
</tr>
<tr>
<td>Learning strategies &amp; activities: introductory</td>
<td>•</td>
</tr>
<tr>
<td>Learning strategies &amp; activities: developmental</td>
<td>•</td>
</tr>
<tr>
<td>Learning strategies &amp; activities: concluding</td>
<td></td>
</tr>
<tr>
<td>Modifications</td>
<td>Classroom management / learning needs</td>
</tr>
<tr>
<td>Assessment of student learning</td>
<td>Related to the stated objectives</td>
</tr>
<tr>
<td>Evaluation</td>
<td>What worked well, what did not work well, possible changes &amp; follow up</td>
</tr>
</tbody>
</table>

Note: The cells in this table will expand as text is added. If you are using a hard copy, ensure that the cells are sufficiently large to write the required detail.
LESSON PLAN REFLECTION EXAMPLE

Date/Day: ____________________________________

Proposed follow up

Students’ Learning:

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

Reflect on Students’ 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?