Professional Experience Handbook

Bachelor of Education
Secondary

EDSC1001 Professional Practice in Secondary Education 1
EDSC2001 Professional Practice in Secondary Education 2
EDSC3001 Professional Practice in Secondary Education 3

Guidelines for

Principals/Co-ordinators
Mentor Teachers
Pre-service Teachers
University Supervisors

SCHOOL OF EDUCATION
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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

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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 PROFESSIONAL EXPERIENCE

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.

First Year
Professional Experience for Secondary first year pre-service teachers, involves a three week block placement in Semester 2. Emphasis during the first year is on helping pre-service teachers to relate successfully to students in small groups and on an individual basis, and gaining an understanding of the role of the teacher.

Second Year
In the Second Year, pre-service teachers will have a three week block placement in Semester 2. The focus for this Professional Experience is skill development and applying knowledge gained in Curriculum and Instruction units for their major learning area.

Third Year
Pre-service teachers complete a three week block Professional Experience placement in Semester 2 to consolidate planning, teaching and classroom management skills. This may also be a placement in a regional or metropolitan location, or another context of interest.

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

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<thead>
<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
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</thead>
</table>
| School principal or nominated school-based staff member | Professional Experience Coordinator | • Welcome the pre-service teacher 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 pre-service teacher and the mentor teacher. | Mentor Teacher/s  
Curtin Professional Placement staff | Pre-service teachers 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 pre-service teacher 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 pre-service teachers’ progress with the Curtin Supervisor during their visit.  
• Alert the Curtin Supervisor if the pre-service teacher is At Risk of failing.  
• Work with the Curtin Supervisor and the pre-service teacher to complete the At Risk Form.  
• Complete the assessment forms; sign and have the pre-service teacher sight and sign, and **give a copy to the pre-service teacher and email/fax the final report and grade to Curtin University.** | Professional Experience Coordinator  
Curtin Supervisor | Pre-service teachers do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times. |
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<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
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</table>
| Curtin Supervisor      | Confirmation of satisfactory progress OR At-Risk | • Formally visit the pre-service teacher and observe them teaching once, unless there are more observations required.  
• Provide written and verbal feedback on the lesson to the pre-service teacher.  
• **Provide a copy of the written feedback to the pre-service teacher.**  
• Discuss the pre-service teacher’s progress with the Mentor Teacher.  
• Examine and provide feedback to the pre-service teachers Professional Experience files.  
• Complete the **Assessment Form: provide a copy (on the day if possible) to the pre-service teacher 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 a pre-service teacher is deemed At Risk.  
• Work with the Mentor Teacher and the pre-service teacher to complete the At-Risk form if applicable. | Mentor Teacher  
• Pre-service teacher  
• Professional Placement Officers | Please ensure that the pre-service teacher has indicated their preferred lessons for observation.  
Pre-service teachers At Risk may require an additional visit.  
You may contact the Unit Coordinator if there are significant issues in regards to a pre-service teacher’s placement/experience. |
| Pre-service teacher    | Temporary member of staff                  | • Contact the school **prior to** your placement.  
• Encouraged to undertake a pre-visit.  
• **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. | Professional Experience Coordinator  
• Mentor Teacher  
• Curtin Supervisor | Pre-service teachers 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. |
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<tr>
<th>Person</th>
<th>Role</th>
<th>Major Responsibilities</th>
<th>Liaison</th>
<th>Notes</th>
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<td></td>
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<td>• Provide your mentor teacher with a <strong>hard copy of your lessons plans</strong> at least 24 hour PRIOR to teaching the lesson.</td>
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<td>• Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities.</td>
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<td>• Seek and <strong>LISTEN</strong> to feedback and advice.</td>
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<td></td>
<td></td>
<td>• <strong>Ensure that you have a copy of the Curtin Supervisor’s written feedback AND their assessment form.</strong></td>
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<td></td>
<td>• Ensure that you <strong>SIGN and receive a copy of your final report from your mentor teacher.</strong></td>
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<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>
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<td>• Initial contact with schools via the Professional Experience Coordinator, and subsequent placement of students.</td>
<td>Pre-service teachers</td>
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<td>• Inform pre-service teachers of their placements as soon as possible.</td>
<td>Unit Coordinators</td>
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<td></td>
<td></td>
<td>• Inform pre-service teachers of their Curtin Supervisor as soon as possible.</td>
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<td>• Monitoring the returning of Curtin Supervisor and Mentor Teacher paperwork.</td>
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<td>• Inform the Unit Coordinator of any students reaching <strong>At Risk</strong> status.</td>
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<td>Unit Coordinator</td>
<td>Unit management</td>
<td>• Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement.</td>
<td>Professional Placement Officers</td>
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<td></td>
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<td>• Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement.</td>
<td>Curtin Supervisors</td>
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<td></td>
<td></td>
<td>• Work with the Curtin Supervisor and Mentor Teacher to monitor <strong>At Risk</strong> students.</td>
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<td>• Enter all results into Blackboard.</td>
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PROFESSIONAL EXPERIENCE GUIDELINES

PRE-PROFESSIONAL EXPERIENCE VISITS

Pre-service teachers are encouraged to visit their placement school and classrooms before they commence their formal placement. Pre-Professional Experience contact time is to be arranged between the pre-service teacher and the Mentor Teacher. In general, one visit is encouraged, so the pre-service teacher is able to observe and/or 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.

Pre-service teachers in EDSC2001 and EDSC3001 could specifically discuss requirements for lessons for the first week of the Professional Experience.

TEACHING LOAD

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

If teaching in the pre-service teachers 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.
EDSC1001 PROFESSIONAL PRACTICE IN SECONDARY EDUCATION 1

WEEK 1

In week one, pre-service teachers should:

- Become familiar with all aspects of the classroom routines
- Assist the Mentor Teacher when not engaged in other duties
- Support the Mentor Teacher by teaching individuals, small groups and/or parts of the lesson at the direction of the Mentor Teacher
- Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format) in collaboration with the Mentor Teacher

WEEK 2

In week two, pre-service teachers should:

- Plan, teach and evaluate approximately 1-2 lesson per day in their major teaching area, or 4 to 8 hours teaching per week
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties
- Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format) in collaboration with the Mentor Teacher

WEEK 3

In week three, pre-service teachers should:

- Plan, teach and evaluate approximately 1-2 lesson(s) per day in their major teaching area, or 4 to 8 hours teaching per week
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

PLEASE NOTE:

The Mentor Teacher Retains Duty of Care.

In the final week of the Professional Experience, all formal assessment documents need to be completed and returned to Curtin University.
EDSC2002 PROFESSIONAL PRACTICE IN SECONDARY EDUCATION 2

WEEK 1

In week one, pre-service teachers should:
- Become familiar with all aspects of the classroom routines
- Assist the Mentor Teacher when not engaged in other duties
- Plan, teach and evaluate approximately **2 lessons per day** in their **major teaching area**, or 8 to 10 hours teaching per week
- Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format) in collaboration with the Mentor Teacher

WEEK 2

In week two, pre-service teachers should:
- Plan, teach and evaluate approximately **2-3 lessons per day** in their **major teaching area**, or 8 to 12 hours teaching per week
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties
- Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format) in collaboration with the Mentor Teacher

WEEK 3

In week three, pre-service teachers should:
- Plan, teach and evaluate approximately **2-3 lessons per day** in their **major teaching area**, or 8 to 12 hours teaching per week
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

PLEASE NOTE:

The Mentor Teacher Retains Duty of Care.

In the final week of the Professional Experience, all formal assessment documents need to be completed and returned to Curtin University.
EDSC3003 PROFESSIONAL PRACTICE IN SECONDARY EDUCATION 3

WEEK 1

In week one, pre-service teachers should:

• Become familiar with all aspects of the classroom routines
• Assist the Mentor Teacher when not engaged in other duties
• Plan, teach and evaluate approximately 3 lessons per day in their major teaching area, or 12 to 15 hours teaching per week
• Write full lesson plans for week 2 (see Lesson Plan Template as a suggested format) in collaboration with the Mentor Teacher

WEEK 2

In week two, pre-service teachers should:

• Plan, teach and evaluate approximately 3-4 lessons per day in their major teaching area, or 12 to 16 hours teaching per week
• Reflect on their teaching practice
• Assist the Mentor Teacher when not engaged in other duties
• Write full lesson plans for week 3 (see Lesson Plan Template as a suggested format) in collaboration with the Mentor Teacher

WEEK 3

In week three, pre-service teachers should:

• Plan, teach and evaluate approximately 3-4 lessons per day in their major teaching area, or 12 to 16 hours teaching per week
• Reflect on their teaching practice
• Assist the Mentor Teacher when not engaged in other duties

PLEASE NOTE:

The Mentor Teacher Retains Duty of Care.

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

The Mentor Teacher is required to complete the Assessment Report for the pre-service teachers Professional Experience.

The Assessment Report includes some examples of what you can expect your pre-service teacher to demonstrate during the three week placement. Please talk through this assessment process together with your pre-service teacher and identify the strengths that they have demonstrated in the classroom and the aspects that require attention, giving some ideas about how to improve these. If the pre-service teacher does not get an opportunity to demonstrate the capabilities identified, please indicate that this by writing “not observed” in the comments column.

The Assessment Report also includes awarding the pre-service teachers Professional Experience with a result of Pass or Fail along with supporting comments.

Please provide the pre-service teacher with a copy of the Assessment Report and ensure they sign this report.

The Mentor Teacher will email or fax the report to the Professional Experience Office upon completion of the Professional Experience placement.
This progress report integrates the Curtin University Professional Experience placement 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.

<table>
<thead>
<tr>
<th>NPST - STANDARD 1: Know students and how they learn</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
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<tbody>
<tr>
<td>Uses teaching strategies that are effective for students who learn at different rates and in different ways</td>
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<td>Establishes rapport with students. Diverse cultures and backgrounds are respected</td>
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<tr>
<td>Engages and maintains students’ interest and enthusiasm in planned learning experiences</td>
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**Overall strengths**

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**Areas for improvement**

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

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**Areas for improvement**

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**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

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

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**Areas for improvement**

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**Unit Outcome 4.** Successful students in this unit implement effective classroom management strategies.

**NPST - STANDARD 4: Create and maintain supportive and safe learning environments**

<table>
<thead>
<tr>
<th></th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
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<tbody>
<tr>
<td>Creates an environment to optimise learning</td>
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<tr>
<td>Uses positive techniques to create and maintain a productive learning environment</td>
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<td>Establishes and maintains class routines</td>
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<td>Establishes clear expectations for standards of behaviour</td>
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<td>Demonstrates awareness of individual behaviours and progress while maintaining overall supervision</td>
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<td>Offers encouragement to all students to enhance learning experiences and build self-confidence</td>
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<td>Refocuses and redirects inappropriate behaviours in a respectful, consistent and fair manner</td>
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<td>Anticipates and prepares for challenges</td>
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<td>Remains calm and confident while dealing with difficult situations</td>
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<tr>
<td>Follows school policies and practices to manage challenging behaviour</td>
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**Overall strengths**

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**Areas for improvement**

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**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>Demonstrates enthusiasm for teaching and takes responsibility for own professional learning</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects daily on lessons and teaching challenges and seeks support for new approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks and responds positively to advice and support from Mentor Teacher/coach/supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches all aspects of the Internship in a professional manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains a high standard of documentation e.g. planning, resource files</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows initiative in engaging with new ideas and directions within the limits of responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adheres to relevant ethical, legislative, administrative and organisational policies and processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works effectively, sensitively and confidentially with parents/carers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides opportunities for families to be engaged in learning activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates confidently in the school community and works cooperatively with school staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

**Areas for improvement**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Curtin University Secondary Handbook 2015: Professional Experience 1-3
RECOMMENDATIONS:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

COMMENDATIONS:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

☐ Pass        ☐ Fail

Mentor Teacher: __________________________  ________________________  _____________
Print Name                    Signature           Date

Pre-service Teacher: __________________________  ________________________  _____________
Print Name                    Signature           Date

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

Please provide a copy to the pre-service teacher and retain a copy for your records
MENTOR TEACHER’S LESSON OBSERVATION TEMPLATE 1
(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

<table>
<thead>
<tr>
<th>Pre-service Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Observation time:</td>
</tr>
<tr>
<td>Class:</td>
</tr>
<tr>
<td>Lesson:</td>
</tr>
<tr>
<td>School:</td>
</tr>
</tbody>
</table>

Pre-service teachers 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: ________________________________

Pre-service Teacher: ___________________________ (Print Name)

(Signature) (Date)
ABSENTEE FORM

Pre-service Teacher: ___________________________        ___________________________
(Print Last Name)                                                                 (Print Given Name/s)
Centre/School: ______________________________________________________________________

Dates of Placement: From _____________________________ To ____________________________

Dates of Absence: ___________________________________________________________________
(Pre-service Teachers 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 2 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
ASSESSMENT FORM FOR CURTIN SUPERVISORS

The University Supervisor is required to complete the Assessment Report (for Curtin University Supervisor) for the assessment of the pre-service teachers Professional Experience.

The Assessment Report includes awarding the pre-service teachers Professional Experience with a result of Pass or Fail along with supporting comments.

Please provide the pre-service teacher with a copy of the report.

The University Supervisor will email or fax the report to the Professional Experience Office upon completion of the Professional Experience placement.

University Supervisors please note that we appreciate that you may not have had the opportunity to observe all aspects of teaching equally during your visit(s). The final result (Pass or Fail) reflects what you consider is appropriate for the Professional Experience. Although you will have communicated with the Mentor Teacher about the pre-service teacher’s progress, it is expected that your summative assessment is somewhat independent so another viewpoint is used for the summative assessment of the Professional Experience.
ASSESSMENT REPORT
PROFESSIONAL PRACTICE IN SECONDARY EDUCATION
COMPLETED BY THE CURTIN UNIVERSITY SUPERVISOR

Pre-service Teacher: Date:

Class: Lesson:

School:

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

☐ Pass ☐ Fail

University Supervisor: ___________________________________________________________

Signature: ___________________________ Date: __________________

Pre-service Teacher: ________________________________ (Print Name) ___________________________ (Signature) ___________________________ (Date)

Please email or fax the completed documents to:

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

Please provide a copy to the pre-service teacher and retain a copy for your records
UNIVERSITY SUPERVISOR’S LESSON OBSERVATION TEMPLATE 1
(for University Supervisor use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

<table>
<thead>
<tr>
<th>Pre-service Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Lesson:</td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

Pre-service teachers 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

University Supervisor: __________________________________________________________

Signature: ___________________________________________________ Date: ________________

Pre-service Teacher: _______________________________ (Print Name) _______________ (Signature) _______________ (Date)
STUDENTS ‘AT RISK’

Most pre-service teachers continue to develop and progress satisfactorily during the course of their Professional Experience. Occasionally a Mentor Teacher will have serious concerns.

At Risk is the term used to signify that the Pre-service Teacher is failing to make progress towards meeting the competencies and the required professional behaviour and skills at a level normally expected of a pre-service teacher at their stage of professional learning.

The At Risk process is not an automatic fail, it is a process to help the Pre-service Teacher, Mentor Teacher and University 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 Professional Experience placement. Ideally, this should begin early in the second week of the professional placement.

If you have a Pre-service Teacher 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 Pre-service Teacher, Mentor Teacher and University 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 Pre-service Teacher, Mentor Teacher and University Supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team.

- By the end of week 3, a meeting should be scheduled between the Mentor Teacher, Curtin Supervisor and Pre-service Teacher, to evaluate the At Risk status.
‘AT RISK’ RECORD FORM

Name of Pre-service Teacher: ____________________________ Student ID: ____________

School: __________________________________________________________________________

Date   ________/________/________

Mentor Teacher: ____________________________________________________________________

University 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>

University Supervisor: ______________________________   Date:  _____________

Mentor Teacher: ______________________________   Date:  _____________

Pre-service Teacher: _______________________________                Date:  _____________

Please email or fax the completed document to:

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

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 Mentor Teacher is able to guide pre-service teachers through this development process. It is requested that pre-service teachers 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

Day & date: _____________________________   Lesson: ___________________________________

<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>By the end of this lesson, students will be able to:</td>
</tr>
<tr>
<td></td>
<td></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></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?