

Professional Experience Handbook

Bachelor of Education Early Childhood

Bentley and Regional

Professional Studies in Teaching an Assessment in Junior Primary

Guidelines for:

Principals/Co-ordinators

Mentor Teachers

Pre-Service Teachers

Curtin Supervisors

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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Office of Professional Experience Administration

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

Professional Experience Placement Officers

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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 beginning teachers will find working with children 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 course 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 address 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, alternatively please consult the contact list to speak to someone in person.

Once again, many thanks for your participation in the professional experience component in our pre-service teacher education programs.

The Professional Experience Team
School of Education
Curtin University

OVERVIEW OF PROFESSIONAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (ECE) PROGRAM

The table below provides you with a summary of the timing; length of placement and the location within the program for each of the practical experience placements. You will see that the practical 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.

	Year 1	Year 2	Year 3	Year 4
Semester 1		<p>Unit: Professional Studies in Teaching and Assessment in Junior Primary</p> <p>Focus area: Pedagogy; planning; assessment practices; reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: Professional Studies in Supportive Learning Environments with Three to Five Year Olds</p> <p>Focus area: Pedagogy; classroom management; inclusive practices; differentiation, reflective practice</p> <p>Length of placement: 3 weeks</p>	
Semester 2			<p>Unit: Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life</p> <p>Focus area: Pedagogy; assessment practices; reflective practice</p> <p>Length of placement: 5 weeks</p>	<p>Unit: Transition to the Teaching Profession</p> <p>Focus area: Pedagogy; transition into beginning teacher; reflective practice</p> <p>Length of placement: one school term</p>

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School Principal or nominated school-based staff member	Professional Experience Coordinator	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Mentor teacher/s Curtin Professional Placement staff 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 teacher's 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 <i>At Risk Form</i>. Complete the assessment forms; sign and have the pre-service teacher pursue and sign, and give a copy to the pre-service teacher to take with them. 	<ul style="list-style-type: none"> Professional Experience Coordinator Curtin Supervisor 	<ul style="list-style-type: none"> Pre-service teachers 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	<ul style="list-style-type: none"> Formally visit the pre-service teacher and observe them teaching a lesson. 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 the pre-service teacher's Professional Experience folder 	<ul style="list-style-type: none"> Mentor teacher Pre-service teacher Professional Placement Officers 	<ul style="list-style-type: none"> Please ensure that the pre-service teacher has indicated their preferred lessons for observation. Pre-service teachers At Risk may require an additional visit.

Person	Role	Major Responsibilities	Liaison	Notes
		<p>and comment on the quality &/or make suggestions of what could be added.</p> <ul style="list-style-type: none"> • Complete the Assessment Form: provide a copy (on the day if possible) to the pre-service teacher, and send the original to the Professional Placement Office at Curtin. • Contact the Professional Placement 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. 		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Contact the school prior to your placement. • Undertake the recommended number of pre-visits. • Contact your Curtin 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. You must take this with you on your last day and submit it to the Professional Placement office immediately. 	<ul style="list-style-type: none"> • Professional Experience Coordinator • Mentor Teacher • Curtin Supervisor 	<ul style="list-style-type: none"> • 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. • You must pass BOTH the theory and professional experience components of your unit to pass overall.

Person	Role	Major Responsibilities	Liaison	Notes
Professional Experience Officers	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Initial contact with schools via the Professional Experience Coordinator, and subsequent placement of students. • Inform pre-service teachers of their placements as soon as possible. • Inform pre-service teachers of their Curtin Supervisor as soon as possible. • Monitoring the returning of Curtin Supervisor and mentor Teacher paperwork. • Inform the Unit Coordinator of any students reaching At Risk status. 	<ul style="list-style-type: none"> • Professional Experience Coordinators • Pre-service teachers • Unit Coordinators 	
Unit Coordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the Curtin Supervisor and Mentor Teacher to monitor At Risk students. • Enter all results into Blackboard. 	<ul style="list-style-type: none"> • Professional Placement Officers • Curtin Supervisors 	<ul style="list-style-type: none"> • Students who fail either the theory competent or the Professional Placement need to be recorded in a database.

FIRST PROFESSIONAL EXPERIENCE

During this Professional Experience, pre-service educators should accept an increasing responsibility for a variety of learning experiences. These should include:

- Undertaking observations of the learning environment, teachers and children in a variety of curriculum areas in the junior primary setting; asking questions about pedagogy and practice; assisting in small group learning as directed by the teacher (ULO 1);
- Designing short learning experiences for small and individual groups of children; interacting with adults and children to create a warm and safe learning environment (ULO 2);
- Undertaking routine assessment tasks as directed by the teacher; teaching and evaluating individual children at the teacher's direction (ULO 4).

During this semester most pre-service teachers have studied coursework units in Junior Primary Science, Numeracy and Language and Literacy. Extending their knowledge and giving them daily opportunities to apply their learning in these areas is essential to development as teachers.

The first Professional experience for Early Childhood Education pre-service teachers involves a **three-week block period in Semester One - usually in the second year of the course**. Pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Pre-service teachers are made aware, through discussion and observation, of the varied nature of the teacher's role. Two pre-service teachers may be assigned to each Mentor Teacher.

Emphasis is on helping pre-service teachers to relate successfully to children, initially in **small groups and on an individual basis, and assisting with whole class activities**. The aim of the professional experience is to integrate the pre-service teachers' studies with practical learning experiences.

During this period, pre-service teachers are given the opportunity to plan, prepare, and teach lessons to a small group, then progress to the whole class when suitable and as negotiated with the Mentor Teacher. Pre-service teachers are expected to visit their schools **before** the placement to introduce themselves.

At the completion of this placement each pre-service teacher will have begun to develop:

- Effective communication skills and working relationships with children and adults;
- Effective classroom teaching and learning processes through observation, reflection and interaction and making links between theory and practice;
- Skills in planning, teaching and assessment of a variety of learning experiences appropriate for individuals, small groups and possibly, the whole class; and
- Skills in observing and reflecting on teaching and learning processes.

It is anticipated that, at the completion of the placement, each pre-service teacher will be able to confirm their commitment to become an early childhood teacher.

PLANNED TEACHING FOR THE PROFESSIONAL EXPERIENCE

Pre-service teachers will observe the many roles of the teacher and have opportunities to experience success in their initial teaching efforts. Mentor Teachers could take every opportunity to discuss their approach to the preparation, organisation, and presentation of learning experiences appropriate to the junior primary setting. A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher.

Learning experience plans need to be submitted in advance and evaluations submitted the following day. Plans should be professionally presented in the **Teaching File in chronological order** and be available for the teacher, school principal/coordinator and Curtin supervisor at all times.

Pre-service teachers are provided with two lesson planning templates and have had exposure to lesson planning in tutorials. The lesson plan format can be adapted to suit the context however written plans need to be detailed during this professional experience.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is important throughout this professional experience. Mentor Teachers can offer opportunities for pre-service teachers to observe children in a variety of classroom settings.

Week Prior to Beginning the Professional Experience:

- Establish contact with the school, teacher and class. A school visit is essential.
- Make observations of the classroom and have discussions with staff.
- Pre-service teacher to email the University Supervisor.
- Discuss broad lesson ideas for the first week of the professional experience.

Week One

- Conduct 3 written observations on any of the following classroom organisation, routines, assessment procedures or management of student behaviour. These should be placed in the **Teaching File** for the teacher and the Curtin supervisor to read. Chose the appropriate observation format included in this booklet and discussed in coursework.
- Assist the Mentor Teacher by leading small groups and working with individual children as directed throughout each day.
- Discuss with the teacher: classroom organisation, routines, assessment procedures, management of student behaviour, school discipline policy, students' names, and special needs.
- Prepare and teach 3 lessons with small groups of children as discussed and supported by the Mentor Teacher. Expect to receive feedback from your Mentor after each lesson.
- Discuss with the teacher the lesson content for FIVE lessons to be taught in week 2 of the professional experience.

Week Two

- Plan and teach **one fully-prepared lesson each day**, with time for discussion with the Mentor Teacher *before* and *after* the daily lesson.
- Assist the Mentor Teacher by leading small groups and working with individual children as directed each day.
- Lesson plans must be submitted to the Mentor Teacher the day **before** the lesson to receive advice on how to improve where possible.
- Teach one whole class lesson with support by the end of Week Two.

Week Three

- Plan, teach, and evaluate **three lessons per day**. Two sequential lessons should be the daily aim with a **maximum half day loading**. These can be small group lessons.
- Continue to teach whole group lessons with support when directed.
- Final Day: Conclude all evaluations, debrief of the professional experience.

ASSESSMENTS FOR THE FIRST PROFESSIONAL EXPERIENCE

During the three-week placement, the Mentor Teacher is asked to complete the relevant Assessment Form. University policy on the assessment of Professional Experience is a developmental one.

Pre-service teachers at this level are graded as “Highly Competent”, “Competent” or “Not Yet Competent”. The contents of this form should be discussed with and signed off by the pre-service teacher. It is not necessary for every descriptor in the assessment form to be fully achieved for an overall grade of “Competent” to be given.

A university supervisor will visit the pre-service teacher to observe their progress in week 2. If a Mentor Teacher has any concerns about a pre-service teacher, they are asked to contact Curtin and begin the At Risk process **as soon as possible** (contact details in this handbook).

The contents of the assessment form should be discussed with and signed by the pre-service teacher to acknowledge the report has been read. Copies of these reports will be sent to Mentor Teachers or can be obtained electronically by contacting: professional.experience@curtin.edu.au

Mentor Teachers are asked to send their report and payment request form as soon as possible to the Office of Professional Experience – (address details in this handbook).

ASSESSMENT FORMS FOR MENTOR TEACHERS

We appreciate the time and effort that Mentor Teachers give Curtin pre-service teachers during their first Professional Experience placement. There are **two parts** to the assessment for the professional experience:

Part 1: A **checklist** including some examples of what you can expect your pre-service teacher to demonstrate during the two-week placement, based on the **Australian Graduate Teacher Standards**. Please talk through this assessment process together with your pre-service teacher and identify the strengths that he/she has demonstrated in the classroom and the aspects that require attention, giving some ideas about how to improve these.

The focus in this placement is on Standards 2, 3 and 5 but it is expected that pre-service teachers will be able to show some progress in each of the standards. If the pre-service teacher does not get an opportunity to demonstrate the capabilities identified under that standard please indicate that this by writing “not observed” in the comments column. Please keep in mind that the pre-service teachers are in their first experience in the role of a teacher. If you notice additional achievements, please note these in your final report.

Part 2: A **final assessment** of “Highly Competent”, “Competent” or “Not Yet Competent” at this beginning level. It is not necessary that every item in the checklist is demonstrated in order for an overall for an overall assessment as Competent. On balance you should be able to see most of the areas have been achieved or improved, and be confident that these will continue to develop in the next placement with you.

Return of the Forms

Please complete the assessments PRIOR to the conclusion of the 15 days, sign the forms, and also have the pre-service teacher sign and sign the forms.

It would be very much appreciated if a copy of the assessment could be given to the pre-service teachers when they leave the school.

Please email or fax the Teaching Assessment Form to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

ASSESSMENT: CHECKLIST
PROFESSIONAL STUDIES IN TEACHING & ASSESSMENT IN JUNIOR PRIMARY
COMPLETED BY THE MENTOR TEACHER

Pre-service Teacher: _____ **Student ID:** _____
 (Print Surname) (Print Given Names)

School: _____ **Class:** _____

Professional Experience Dates: _____

(Please tick the appropriate box and write a comment if necessary)

Standard 1. Know Students and How They Learn	Competent	Not Yet Competent	Comment
Uses language appropriate to the students' level of development.			
Establishes rapport with all students and demonstrates respect of difference.			
With assistance develops activity / lesson objectives and strategies appropriate to students' developmental and learning needs.			
Standard 2. Know Content and How to Teach It	Competent	Not Yet Competent	Comment
Clearly explains concepts and ideas.			
Lesson / activity planning and content are linked to relevant curriculum documents and learners' developmental stages and experiences.			
Uses freely available and licensed ICT resources in lesson/activity planning and strategies.			
Standard 3. Plan For and Implement Effective Teaching and Learning	Competent	Not Yet Competent	Comment
Identifies clear, achievable learning objectives and understands that these may need to vary for different students.			
Produces timely, clear and logically organised lesson plans.			
Assessment and monitoring procedures are included in lesson planning.			
With assistance, uses a range of teaching, learning and assessment strategies.			
Suitable resources are prepared and used effectively.			
Demonstrates a high standard of oral and written communication skills.			

Standard 4 – Create and Maintain Supportive and Safe Learning Environments	Competent	Not Yet Competent	Comment
Offers encouragement to all students to enhance learning and self-confidence.			
Well-prepared regarding time, resources and physical space.			
Demonstrates awareness of what is occurring in the learning setting.			
Deals with students fairly and respectfully.			
With support, uses routines and procedures that positively guide student behaviour.			
Plans for effective indoor / outdoor learning environments that support children’s well-being and safety.			
Standard 5. Assess, Provide Feedback and Report on Student Learning	Competent	Not Yet Competent	
Records observations and achievements of students.			
Provides individual assistance and specific feedback.			
With assistance, uses assessment to inform judgements about student learning and identify effective and ineffective teaching strategies.			

(Please tick the appropriate box and supply comments)

Strengths:

Areas Needing Improvement:

Conclusion:

Highly Competent
at this level

Competent
at this level

Not Yet Competent
at this level

Mentor Teacher: _____
(Print Name)

(Signature)

Pre-Service Teacher: _____
(Print Name)

(Signature)

Date of Completion by Mentor Teacher: _____

Please email or fax the completed documents to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

ABSENTEE FORM

Pre-service Teacher: _____
(Print Last Name) (Print Given Name/s)

School: _____

Dates of Placement: From _____ To _____

Dates of Absence: _____
(Pre-service Teacher 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 FORMS FOR CURTIN SUPERVISORS

Thank you for supporting our Curtin pre-service teachers during their Professional Experience placement. We appreciate your time, effort and expertise. Another assessor apart from the Mentor Teacher provides an additional viewpoint on the pre-service teacher's progress. Rather than working closely with the pre-service teacher over time, as the Mentor Teacher does, the Supervisor takes more of a "snapshot" of progress by observing one or two lessons.

Please visit **during the second week of the placement**. The pre-service teacher will contact you to establish a mutually acceptable time for this visit. This visit gives the pre-service teacher time to work with the class but also time should you feel the need to undertake a second visit if there are serious concerns about the pre-service teacher.

You should watch the pre-service teacher take one or two lessons and view their **Teaching File**. Please make detailed notes during your visit and then summarise these into the following assessment form.

Please give a copy of this form to the pre-service teacher, retain a copy for your records and email or fax a copy to the Professional Experience Office.

The **PRE-SERVICE TEACHER STANDARDS CHECKLIST** in this handbook indicates some of the expectations of this first placement although clearly you would not be expected to see all of these demonstrated.

Return of Form

Please email us if you would like an electronic version of this form.

Please email or fax the completed documents to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

**ASSESSMENT REPORT
PROFESSIONAL STUDIES IN TEACHING & ASSESSMENT IN JUNIOR PRIMARY
COMPLETED BY THE CURTIN SUPERVISOR**

Pre-service Teacher Name:	Student ID:
Date of Observation:	Observation Time:
Year:	Lesson(s):
School:	

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

<input type="checkbox"/> Highly Competent at this level	<input type="checkbox"/> Competent at this level	<input type="checkbox"/> Not Yet Competent at this level
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Curtin Supervisor:

_____ (Print Name)

_____ (Signature)

Pre-service Teacher:

_____ (Print Name)

_____ (Signature)

Date of Completion:

STUDENTS 'AT RISK'

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. 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 pre-service teacher at their stage of professional learning.

If you have a pre-service teacher whom you consider is At Risk of failing then please be guided by the following steps:

- Please contact the Professional Experience Office for guidance upon initiating an At Risk procedure. The contact details are at the front of this handbook.
- At Risk procedures should be commenced at the halfway point during a placement. For example, in a three week placement, this should be commenced no later than during the second week.
- At Risk is an opportunity for the pre-service teacher, 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 pre-service teacher, mentor and supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team.
- At the end of the placement, the pre-service teacher, mentor and supervisor should meet and discuss the aspects set out on this form. If the pre-service teacher has managed to address these successfully, then they should be awarded a pass. If they have failed to address them, then a fail should be awarded.
- The At Risk process is not an automatic fail, it is a process to help the pre-service teacher, mentor and supervisor identify aspects that need improving and provide the pre-service teacher with an opportunity to improve their practices in order to pass their placement.

Or

Under Section 7.7 (7.7.2) of the Curtin Fieldwork Education Policy, if a student is terminated by the School or terminates themselves from their placement, they will be deemed as failing the unit.

‘AT RISK’ RECORD FORM

Name of Pre-Service Teacher: _____

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.

Developmental goals	Developmental strategy
1.	
2.	
3.	
4.	
5.	

Curtin 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

Please provide a copy to the pre-service teacher

RESOURCES

ANECDOTAL OBSERVATION

(Note: All documents are available on Blackboard)

Date: _____

Child's name/s	Age
Context	
Observation	Interpretation
Future planning	

TIME SAMPLE OBSERVATION

Date: _____

Child's name/s		Age
Context		
Time	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, p. 286)

EVENT SAMPLE

Date: _____

Child's name/s	Age
Context	
Antecedent	Interpretation
Behaviour	
Consequence	
Future planning	

(see Arthur et al., 2015, p. 287)

JOTTINGS

Child's Name/s: _____

Date	Observation	Interpretation
Future planning		

(see Arthur et al., 2015, p. 282)

NARRATIVE

Child's Name/s: _____

What are the children curious about? What are they trying to figure out?

What knowledge and experiences are the children drawing on? What theories are they working from or testing?

Do we see any inconsistencies in the children's thinking? Are there 'soft spots' or misunderstandings in the children's thinking?

How are the children building on each other's ideas, perspectives, and contributions?

What do we want to learn more about, after watching and listening to the children?

What insights does this observation give us about possible ways that we could deepen our relationships with children's families?

Questions from: Pelo, A. (2006). At the crossroads: Pedagogical documentation and social justice. In A. Fleet, C. Patterson, & J. Robertson (Eds.), *Insights: Behind pedagogical documentation*. (pp. 173-190). Castle Hill, NSW: Pademelon Press

GENERAL: LEARNING EXPERIENCE PLAN

Pre-service Teacher: _____

Time: _____ Year Level: _____ Date: _____

Topic/Experience Title
Rationale: What is the purpose? What skills/concepts are being targeted? What is the inquiry question?
Curriculum Links: Specific to your local Curriculum Documents
Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes):
Assessment: List the data you will collect and how will you collect it
Environment/Preparation/Resources/Clean up:

PROCEDURE

Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children's interests, and current events in the community/centre/school.

Main Body of the Experience: *Include teaching strategies, focus questions and content specific language, grouping and transitions.*

Closure: *Consider how you will assist the children to review, reflect on and share their learning.*

Lesson Differentiation: *Include grouping; considerations for learning diversity and extension activities*

Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were my strategies? How effective were the resources? Next time I will/Next time I will not:

GENERAL: LEARNING EXPERIENCE PLAN - Annotated

Pre-service Teacher: _____

Time: _____ Year Level: _____ Date: _____

Topic/Experience Title: This should be a clear indication of what the topic is – you can choose a snappy name if you are creative 😊	
Rationale: What is the purpose? What concepts are being targeted? What is the inquiry question? This is where, in your own words, you will record why you are planning this experience (the general purpose). What concepts, and skills you are focussing on throughout the learning experience.	
Curriculum Links: Specific to your local Curriculum Documents Off you go to the curriculum documents – EYLF for sure – Australian Curriculum OR if your state has its own curriculum statements or documents what links are you able to make?	
Learning Goals/Objectives: By the end of the experience the children will be able to (knowledge, skills, attitudes): Focus specifically here on the learning the children will do in this lesson and what they will be able to do by the end of the lesson. There should be strong links between the learning goals and the curriculum links.	
Assessment: List the data you will collect and how will you collect it? Your assessment strategies MUST collect data directly linked to the chosen learning goals/objectives.	
Environment/Preparation/Resources/Clean up: Detail, step by step, how you will set up the environment, what resources you will use and any preparation which needs to be done. Cleaning up procedures need to be listed.	
Procedure	
Lesson Beginning: How will you orientate the children to the learning? State links to past experiences, children's interests, and current events in the community/centre/school. How will the lesson begin? What will you provide which will make the children excited and curious about the learning? What knowledge do you think the children will have/need to engage in this learning? How might your topic be relevant to the context? PLEASE NOTE: YouTube clips are not to be used	
Main Body of the Experience: <i>Include teaching strategies, focus questions and content specific language, grouping and transitions.</i> This is a step by step record of what you are going to do with the children and when. There should be enough detail here so that another teacher could use this learning experience plan to teach the lesson for you.	
Closure: <i>Consider how you will assist the children to review, reflect on and share their learning.</i> What strategies will you use for the children reflect on their learning and share it with their peers? This is a part of the learning for everyone and so is an important step of the lesson and must be carefully planned for.	
Lesson Differentiation: <i>Include grouping; considerations for learning diversity and extension activities</i> These are considerations which need to be thought about as you are planning the lesson – what are you going to do for children who need addition support or finish quickly? How will you extend children who already have knowledge?– this is a differentiation of the curriculum –it is OK for some children to do a different activity connected to the topic.	
Evaluation, Review and Reflect in terms of: space, time, people, learning experiences and resources: To what extent were the outcomes/objectives achieved? How effective were the teaching strategies? How effective were the resources? Next time I will/Next time I will not: Here is also good place to add other ideas for further lessons to build on the learning of this lesson	