

# **Professional Experience Handbook**

## **Graduate Diploma of Education Secondary**

Introduction to Professional Practice in Secondary Education  
(First Placement)

Advanced Professional Practice in Secondary Education  
(Internship)

### **Guidelines for**

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



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## PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

### Office of Professional Experience Administration

Fax: 9266 2547  
Email: [Professional.Experience@curtin.edu.au](mailto:Professional.Experience@curtin.edu.au)  
Website: [http://humanities.curtin.edu.au/schools/EDU/education/prof\\_exp.cfm](http://humanities.curtin.edu.au/schools/EDU/education/prof_exp.cfm)

### Professional Experience Placement Officer

Michael Fitzpatrick [michael.fitzpatrick@curtin.edu.au](mailto:michael.fitzpatrick@curtin.edu.au)  
Tel: 9266 2042

### Unit Coordinator

EDC5000  
Roy Reynolds [R.Reynolds@curtin.edu.au](mailto:R.Reynolds@curtin.edu.au)

EDC5003  
Associate Professor Susan Beltman [S.Beltman@curtin.edu.au](mailto:S.Beltman@curtin.edu.au)

### Course Coordinator

Associate Professor Susan Beltman [S.Beltman@curtin.edu.au](mailto:S.Beltman@curtin.edu.au)

### Director Student Experience

Dr Jennifer Howell [Jennifer.Howell@curtin.edu.au](mailto: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 PROFESSIONAL EXPERIENCE PLACEMENTS

The Graduate Diploma of Education Secondary Course has two 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 first Professional Experience in the Graduate Diploma of Education (Secondary) is a five-week placement. This includes a one-week orientation session, before returning to the same school for a four-week teaching placement. The second Professional Experience component of this course is a six-week Internship placement. The Internship 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 period is designed to provide teaching experiences culminating with major responsibility for a class of students.

During the Professional Experience placement, pre-service teachers 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 course for the two 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.

	Semester 1	Semester 2
Year 1	<p><b>Unit:</b> EDSC5000 Introduction to Professional Practice in Secondary Education</p> <p><b>Focus area:</b> Introduction to pedagogy; planning; classroom management; assessment practices; reflective practice</p> <p><b>Length of placement:</b> 5 weeks</p>	<p><b>Unit:</b> EDSC5003 Advanced Professional Practice in Secondary Education</p> <p><b>Focus area:</b> pedagogy; reflective practice; transition into beginning teacher</p> <p><b>Length of placement:</b> 6 weeks</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"> <li>Welcome the pre-service teacher into the school community: introduce to staff &amp; induct student into the school context.</li> <li>Ensure that Mentor Teachers are informed of the placement and have access to the Curtin Professional Experience Handbook.</li> <li>Mediate if necessary between the pre-service teacher and the Mentor Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Mentor Teacher/s</li> <li>Curtin Professional Placement staff</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Mentor Teacher	Mentor	<ul style="list-style-type: none"> <li>Induct the pre-service teacher into the class &amp; articulate classroom practices and routines.</li> <li>Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook.</li> <li>Review and provide feedback on lesson plans.</li> <li>Provide <b>written post-lesson feedback that is constructive.</b></li> <li>Discuss the pre-service teacher's progress with the University Supervisor during their visit.</li> <li>Alert the University Supervisor if the pre-service teacher is At Risk of failing.</li> <li>Work with the University Supervisor and the pre-service teacher to complete the At Risk form.</li> <li>Complete the assessment forms; sign and have the pre-service teacher sign and sign, and <b>give a copy to the pre-service teacher and email/fax the assessment forms to Curtin University.</b></li> </ul>	<ul style="list-style-type: none"> <li>Professional Experience Coordinator</li> <li>University Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Pre-service teachers do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times.</li> </ul>
Curtin Supervisor	Confirmation of satisfactory progress OR At-Risk Assessment of Placement	<ul style="list-style-type: none"> <li>Formally visit the pre-service teacher and observe them teaching <b>twice during the placement.</b></li> <li>Provide written and verbal feedback on the lesson to the pre-service teacher.</li> <li><b>Provide a copy of the written feedback to the pre-service teacher.</b></li> </ul>	<ul style="list-style-type: none"> <li>Mentor Teacher</li> <li>Pre-service Teacher</li> <li>Professional Placement Officers</li> </ul>	<ul style="list-style-type: none"> <li>Please ensure that the pre-service teacher has indicated their preferred lessons for observation.</li> <li>Pre-service teacher At Risk may require an additional</li> </ul>

Person	Role	Major Responsibilities	Liaison	Notes
		<ul style="list-style-type: none"> <li>• Discuss the pre-service teacher's progress with the Mentor Teacher.</li> <li>• Examine and provide feedback to the pre-service teacher's Professional Experience files.</li> <li>• Complete the <b>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.</b></li> <li>• Contact the Professional Experience Office at Curtin if a pre-service teacher is deemed At Risk.</li> <li>• Work with the Mentor Teacher and the pre-service teacher to complete the At Risk form if applicable.</li> </ul>		<p>visit.</p> <ul style="list-style-type: none"> <li>• You may contact the Unit Coordinator if there are significant issues in regards to a pre-service teacher placement/experience.</li> </ul>
Pre-service teacher	Temporary member of staff	<ul style="list-style-type: none"> <li>• Contact the school <b>prior</b> to your placement.</li> <li>• Undertake the recommended number of <b>pre-visits</b>.</li> <li>• <b>Contact your University Supervisor as soon as possible, and ensure you send them a copy of your teaching timetable</b> and preferred lesson for observation. Then maintain contact with your Supervisor.</li> <li>• <b>Thoroughly read through the relevant Professional Experience Handbook:</b> in particular, your observation &amp; teaching requirements AND the assessment forms against which you will be graded.</li> <li>• Make time to plan with your Mentor Teacher.</li> <li>• Provide your Mentor Teacher with a <b>hard copy of your lessons plans</b> at least 24 hour PRIOR to teaching the lesson.</li> <li>• Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities.</li> <li>• Seek and LISTEN to feedback and advice.</li> <li>• <b>Ensure that you have a copy of the Curtin Supervisor's written feedback AND assessment forms.</b></li> <li>• Ensure that you <b>SIGN and receive a copy of your final report from your Mentor Teacher.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Professional Experience Coordinator</li> <li>• Mentor Teacher</li> <li>• University Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

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

# PROFESSIONAL EXPERIENCE PLACEMENT GUIDELINES

## INTRODUCTION TO PROFESSIONAL PRACTICE IN SECONDARY EDUCATION (FIRST PLACEMENT)

### PRE-PLACEMENT VISITS

Pre-service teachers should contact their Mentor Teacher to arrange a meeting to discuss the requirements of the teaching placement. Pre-service teachers should teach a combination of lessons in both their major and minor teaching areas. The pre-service teacher should specifically discuss requirements for lessons for the first two weeks of the placement.

### TEACHING LOAD

There are University expectations regarding the amount of teaching done during the Professional Experience Placement. 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.

### WEEK 1

In week one, pre-service teachers should:

- Become familiar with all aspects of the classroom routines
- Plan, teach and evaluate 1 to 2 lesson(s) in their **major teaching** area later in this first week after a discussion and agreement between the Mentor Teacher and the pre-service teacher
- Write full lesson plans for lesson conducted in 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 week 2
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

### WEEK 2

In week two, pre-service teachers should:

- Plan, teach and evaluate approximately **2 to 3 lessons per day** of their **major teaching area** or 10-12 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 3-5
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

### **WEEKS 3 ONWARDS**

The first Professional Experience placement is 5 weeks. The second Professional Experience placement (Internship) is 6 weeks.

In weeks three onwards, pre-service teachers should:

- Plan, teach and evaluate approximately 2 to 3 lessons per day in their major teaching area and 1 lesson per day in their minor teaching area or a total of 12-16 hours teaching per week
- 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.**

In the final week of the Professional Experience placement, please permit the pre-service teacher time to finalise all matters for the placement e.g. administrative procedures, program evaluations, completion of the resource file and conferences with the Mentor Teacher(s).

In the final week of the Professional Experience Placement, all formal assessment documents need to be completed and returned to Curtin University.

## **ASSESSMENT FORMS FOR MENTORS AND UNIVERSITY SUPERVISORS**

### **INTRODUCTION TO PROFESSIONAL PRACTICE IN SECONDARY EDUCATION (FIRST PLACEMENT)**

#### **First Professional Experience Placement Report:**

The Mentor Teacher and the University Supervisor each complete a copy of the report. Please provide the pre-service teacher with a copy of both reports. The Mentor Teacher and University Supervisor will email or fax the reports to the Professional Experience Office upon completion of the Professional Experience placement.

**FIRST PROFESSIONAL EXPERIENCE ASSESSMENT REPORT  
INTRODUCTION TO PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
COMPLETED BY THE MENTOR TEACHER**

**Pre-service Teacher:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_  
(Print Last Name) (Print Given Name/s)

**School:** \_\_\_\_\_ **Classes:** \_\_\_\_\_

**Professional Experience Dates:** \_\_\_\_\_

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

<i><b>Unit Outcome 1.</b> Successful students in this unit establish and maintain effective relationships and environments for learning. <b>NPST - STANDARD 1: Know students and how they learn</b></i>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Uses teaching strategies that are effective for students who learn at different rates and in different ways			
Establishes rapport with students. Diverse cultures and backgrounds are respected			
Engages and maintains students' interest and enthusiasm in planned learning experiences			

*Overall strengths*

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*Areas for improvement*

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

*Overall strengths*

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*Areas for improvement*

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<b>Unit Outcome 3. Successful students in this unit assess and evaluate students' learning and maintain purposeful records of student progress</b> <b>NPST - STANDARD 5: Assess, provide feedback and report on student learning</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Prepares explicit lesson objectives and assessments linked to them			
Uses a variety of well-planned assessment strategies to assess student learning			
Identifies gaps in student knowledge when reviewing student work			
Uses the students' work to provide relevant feedback that is constructive and purposeful			
Assesses and records student learning outcomes to provide the basis for ongoing planning and reporting			
Uses suitable techniques to maintain accurate, reliable student records			
Works appropriately with school colleagues to moderate student work			
Effectively uses appropriate strategies and tools to report to parents/ carers			
Evaluates student learning and progress, including reflection on teaching approaches and ways to improve future outcomes			

*Overall strengths*

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*Areas for improvement*

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

*Overall strengths*

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*Areas for improvement*

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<b>Unit Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.</b> <b>NPST - STANDARD 6: Engage in professional learning</b> <b>NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community</b>	Well Developed	Developing	Needs Attention
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*

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*Areas for improvement*

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**RECOMMENDATIONS:**

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**COMMENDATIONS:**

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**PASS**

**FAIL**

**Mentor Teacher:**

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Print Name

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Signature

\_\_\_\_\_

Date

**Pre-service Teacher:**

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Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Please email or fax the completed document to:**

**Email:** [Professional.Experience@curtin.edu.au](mailto:Professional.Experience@curtin.edu.au)

**Fax:** 9266 2547

**Please provide a copy to the Pre-service teacher and retain a copy for your records**

**FIRST PROFESSIONAL EXPERIENCE ASSESSMENT REPORT  
 INTRODUCTION TO PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
 COMPLETED BY THE UNIVERSITY SUPERVISOR**

**Pre-service Teacher:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_  
 (Print Last Name) (Print Given Name/s)

**School:** \_\_\_\_\_ **Classes:** \_\_\_\_\_

**Professional Experience Dates:** \_\_\_\_\_

This progress report uses the Australian Professional Standards for Teachers.

<b>NPST - STANDARD 1: Know students and how they learn</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Uses teaching strategies that are effective for students who learn at different rates and in different ways			
Establishes rapport with students. Diverse cultures and backgrounds are respected			
Engages and maintains students' interest and enthusiasm in planned learning experiences			

*Overall strengths*

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*Areas for improvement*

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<b>NPST - STANDARD 2: Know the content and how to teach it NPST - STANDARD 3: Plan for and implement effective teaching and learning</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Links planning to curriculum / syllabus documents / outcomes			
Demonstrates appropriate knowledge of central concepts of content / subject area			
Plans and implements specific objectives appropriate to students' development			
Uses resources effectively, including ICT, to support achievement of lesson objectives			
Provides written evidence of thorough preparation for teaching			
Plans and implements lesson sequence with clear beginning, middle and ending			
Makes aims of learning experiences explicit to students, linking new concepts to prior knowledge			
Uses a range of instructional strategies to meet objectives and engage students			
Gives clear and explicit directions and explanations and checks regularly for understanding			
Provides feedback effectively to students, individually and collectively			
Uses a voice appropriately in and out of the classroom			
Uses a variety of questioning techniques promoting student involvement and thinking			
Makes appropriate adjustments for students with varying needs			
Plans effective transitions			
Maximises opportunities for families to be engaged in learning activities			
Uses effective strategies to teach literacy and numeracy			

*Overall strengths*

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*Areas for improvement*

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<b>NPST - STANDARD 5: Assess, provide feedback and report on student learning</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Prepares explicit lesson objectives and assessments linked to them			
Uses a variety of well-planned assessment strategies to assess student learning			
Identifies gaps in student knowledge when reviewing student work			
Uses the students' work to provide relevant feedback that is constructive and purposeful			
Assesses and records student learning outcomes to provide the basis for ongoing planning and reporting			
Uses suitable techniques to maintain accurate, reliable student records			
Works appropriately with school colleagues to moderate student work			
Effectively uses appropriate strategies and tools to report to parents/ carers			
Evaluates student learning and progress, including reflection on teaching approaches and ways to improve future outcomes			

*Overall strengths*

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*Areas for improvement*

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

*Overall strengths*

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*Areas for improvement*

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NPST - STANDARD 6: Engage in professional learning NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community	Well Developed	Developing	Needs Attention
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*

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*Areas for improvement*

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**RECOMMENDATIONS:**

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**COMMENDATIONS:**

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**PASS**

**FAIL**

**Curtin Supervisor:**

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Print Name

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Signature

\_\_\_\_\_

Date

**Pre-service Teacher:**

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Please email or fax the completed document to:**

**Email:** [Professional.Experience@curtin.edu.au](mailto:Professional.Experience@curtin.edu.au)

**Fax: 9266 2547**

**Please provide a copy to the Pre-service teacher and retain a copy for your records**

## ASSESSMENT FORMS FOR INTERNSHIP FOR MENTORS

### ADVANCED PROFESSIONAL PRACTICE IN SECONDARY EDUCATION (INTERNSHIP)

Three separate forms are combined to comprehensively evaluate the Intern:

**Part 1: Internship Progress Report – Mentor Teacher only.**

The Mentor Teacher is asked to discuss this report with the Intern in their class and indicate **Continues** or **At Risk**, throughout the report, with substantiating comments if appropriate. Please provide this feedback to the pre-service teacher **by week 3**, before emailing/faxing it to the Curtin Professional Experience Office. If possible, the form should be discussed with the Curtin Supervisor. The pre-service teacher should be provided with his/her own copy of this report.

**Part 2 & 3: Internship Final Assessment Report and Internship Final Assessment Grade.** The Mentor Teacher and the Curtin Supervisor each complete a copy of the report, and award a grade 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 pre-service teacher is required to sight and sign both reports.** Please provide the pre-service teacher with copies of the Internship Progress Report and Internship Final Report upon completion of the Internship, please do not provide a copy of the Final Grade, as 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.

The University Supervisor and Mentor Teacher will email or fax the reports to the Professional Experience Office upon completion of the Internship.

**INTERNSHIP PROGRESS REPORT  
ADVANCED PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
COMPLETED BY THE MENTOR TEACHER**

(The Pre-service Teacher and the University to be given a copy by the end of Week 3)

Graduate Diploma of Education - Secondary

**Pre-service Teacher:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_  
(Print Last Name) (Print Given Name/s)

**School:** \_\_\_\_\_ **Classes:** \_\_\_\_\_

**Professional Experience Dates:** \_\_\_\_\_

This progress report uses the Australian Professional Standards for Teachers.

<b>NPST - STANDARD 1: Know students and how they learn</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Uses teaching strategies that are effective for students who learn at different rates and in different ways			
Establishes rapport with students. Diverse cultures and backgrounds are respected			
Engages and maintains students' interest and enthusiasm in planned learning experiences			

*Overall strengths*

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*Areas for improvement*

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<b>NPST - STANDARD 2: Know the content and how to teach it</b> <b>NPST - STANDARD 3: Plan for and implement effective teaching and learning</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Links planning to curriculum / syllabus documents / outcomes			
Demonstrates appropriate knowledge of central concepts of content / subject area			
Plans and implements specific objectives appropriate to students' development			
Uses resources effectively, including ICT, to support achievement of lesson objectives			
Provides written evidence of thorough preparation for teaching			
Plans and implements lesson sequence with clear beginning, middle and ending			
Makes aims of learning experiences explicit to students, linking new concepts to prior knowledge			
Uses a range of instructional strategies to meet objectives and engage students			
Gives clear and explicit directions and explanations and checks regularly for understanding			
Provides feedback effectively to students, individually and collectively			
Uses a voice appropriately in and out of the classroom			
Uses a variety of questioning techniques promoting student involvement and thinking			
Makes appropriate adjustments for students with varying needs			
Plans effective transitions			
Maximises opportunities for families to be engaged in learning activities			
Uses effective strategies to teach literacy and numeracy			

*Overall strengths*

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*Areas for improvement*

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<b>NPST - STANDARD 5: Assess, provide feedback and report on student learning</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
Prepares explicit lesson objectives and assessments linked to them			
Uses a variety of well-planned assessment strategies to assess student learning			
Identifies gaps in student knowledge when reviewing student work			
Uses the students' work to provide relevant feedback that is constructive and purposeful			
Assesses and records student learning outcomes to provide the basis for ongoing planning and reporting			
Uses suitable techniques to maintain accurate, reliable student records			
Works appropriately with school colleagues to moderate student work			
Effectively uses appropriate strategies and tools to report to parents/ carers			
Evaluates student learning and progress, including reflection on teaching approaches and ways to improve future outcomes			

*Overall strengths*

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*Areas for improvement*

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

*Overall strengths*

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*Areas for improvement*

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<b>NPST - STANDARD 6: Engage in professional learning NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community</b>	<b>Well Developed</b>	<b>Developing</b>	<b>Needs Attention</b>
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*

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*Areas for improvement*

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**RECOMMENDATIONS:**

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**COMMENDATIONS:**

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

- Pre-service Teacher continues the placement**
- At Risk process is applied**

**Mentor Teacher:** \_\_\_\_\_  
Print Name Signature Date

**Pre-service teacher:** \_\_\_\_\_  
Print Name Signature Date

**Please email or fax the completed document to:**

**Email:** [Professional.Experience@curtin.edu.au](mailto:Professional.Experience@curtin.edu.au)  
**Fax:** 9266 2547

**Please provide a copy to the Pre-service teacher and retain a copy for your records**

**INTERNSHIP FINAL ASSESSMENT REPORT  
ADVANCED PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
COMPLETED BY THE MENTOR TEACHER**

**Pre-service Teacher:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_  
(Print Last Name) (Print Given Name/s)

**School:** \_\_\_\_\_ **Classes:** \_\_\_\_\_

**Please comment on the extent to which the pre-service teacher has achieved the standards below.**

**STANDARD 1: Know Students and How They Learn**

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**STANDARD 2: Know the Content and How to Teach It**

**STANDARD 3: Plan For and Implement Effective Teaching and Learning**

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

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**STANDARD 4: Create and Maintain Supportive and Safe Learning Environments**

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**STANDARD 6: Engage in Professional Learning**

**STANDARD 7: Engage professionally with colleagues, parents/carers and the community**

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*Final Comments:*

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**Please email or fax the completed document to:**

**Email:** [Professional.Experience@curtin.edu.au](mailto:Professional.Experience@curtin.edu.au)  
**Fax:** 9266 2547

**Please provide a copy to the Pre-service teacher and retain a copy for your records**

**INTERNSHIP FINAL ASSESSMENT GRADE  
ADVANCED PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
COMPLETED BY THE MENTOR TEACHER**

**Pre-service teacher:**

\_\_\_\_\_ **Student ID:** \_\_\_\_\_  
(Print Last Name) (Print Given Name/s)

Graduate Diploma in Education (Secondary)

Dates of teaching period: From: \_\_\_\_\_ To: \_\_\_\_\_

**School:** \_\_\_\_\_ **Class:** \_\_\_\_\_

<b><u>Please check one box only</u></b>									
10	9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outstanding	Highly Competent		Competent		Failing Grades		Unsuitable for Teaching		

**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

**Please email or fax the completed document to:**

<b>Email:</b> <a href="mailto:Professional.Experience@curtin.edu.au">Professional.Experience@curtin.edu.au</a> <b>Fax:</b> 9266 2547
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Original to the University

***NB: No copies are to be issued to the pre-service teacher***

## MENTOR TEACHER'S LESSON OBSERVATION TEMPLATE

(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

<b>Pre-service teacher:</b>	
<b>Date:</b>	<b>Observation time:</b>
<b>Class:</b>	<b>Lesson:</b>
<b>School:</b>	

**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)

## MENTOR TEACHER'S LESSON OBSERVATION TEMPLATE

(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

<b>Pre-service teacher:</b>	
<b>Date:</b>	<b>Observation time:</b>
<b>Class:</b>	<b>Lesson:</b>
<b>School:</b>	

**Commendations – areas of strength**

**Recommendations – areas still needing development**

**Conclusions**

**Mentor Teacher:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Pre-service Teacher:** \_\_\_\_\_ (Print Name) \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

## ABSENTEE FORM

Pre-service Teacher:	_____	_____
	(Print Last Name)	(Print Given Name/s)
School:	_____	
Dates of Placement: From	_____	To _____
Dates of Absence:	_____	
	(Pre-service Teachers must make up absent days <i>immediately</i> following the official placement dates)	
Medical Certificate Provided	<input type="checkbox"/> No	<input type="checkbox"/> 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](mailto:Professional.Experience@curtin.edu.au)  
Fax: 9266 2547



## ASSESSMENT FORMS FOR CURTIN SUPERVISORS

### ADVANCED PROFESSIONAL PRACTICE IN SECONDARY EDUCATION (INTERNSHIP)

Three separate forms are combined to comprehensively evaluate the Intern:

**Part 1:** **COMMENTS AND SUGGESTIONS FORM** is designed to record your observations about the pre-service teacher'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.

**Part 2 & 3: Internship Final Assessment Report and Internship Final Assessment Grade.** The Mentor Teacher and the Curtin Supervisor each complete a copy of the report, and award a grade 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 pre-service teacher is required to sight and sign both reports.** Please provide the pre-service teacher with copies of the Internship Progress Report and Internship Final Report upon completion of the Internship, **please do not provide a copy of the Final Grade**, as 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.

The University Supervisor and Mentor Teacher will email or fax the reports to the Professional Experience Office upon completion of the Internship.

**FEEDBACK COMMENTS & SUGGESTIONS FORM  
COMPLETED BY THE UNIVERSITY SUPERVISOR**

(for use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

<b>Pre-service Teacher:</b>	
<b>Date:</b>	<b>Observation time:</b>
<b>Class:</b>	<b>Lesson/activity:</b>
<b>School:</b>	

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

**Curtin Supervisor:** \_\_\_\_\_  
Print Name
Signature
Date

**Pre-service teacher:** \_\_\_\_\_  
Print Name
Signature
Date

**Please email or fax the completed document to:**

<b>Email:</b> <a href="mailto:Professional.Experience@curtin.edu.au">Professional.Experience@curtin.edu.au</a> <b>Fax:</b> 9266 2547
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**Please provide a copy to the Pre-service teacher and retain a copy for your records**

**INTERNSHIP FINAL ASSESSMENT REPORT  
ADVANCED PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
COMPLETED BY THE UNIVERSITY SUPERVISOR**

**Pre-service Teacher:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_  
(Print Last Name) (Print Given Name/s)

**School:** \_\_\_\_\_ **Classes:** \_\_\_\_\_

**Please comment on the extent to which the pre-service teacher has achieved the outcomes below.**

**STANDARD 1: Know Students and How They Learn**

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**STANDARD 2: Know the Content and How to Teach It**

**STANDARD 3: Plan For and Implement Effective Teaching and Learning**

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

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**STANDARD 4: Create and Maintain Supportive and Safe Learning Environments**

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**STANDARD 6: Engage in Professional Learning**

**STANDARD 7: Engage professionally with colleagues, parents/carers and the community**

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*Final Comments:*

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**Please email or fax the completed document to:**

<p><b>Email:</b> <a href="mailto:Professional.Experience@curtin.edu.au">Professional.Experience@curtin.edu.au</a> <b>Fax:</b> 9266 2547</p>
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**Please provide a copy to the Pre-service teacher and retain a copy for your records**

**INTERNSHIP FINAL ASSESSMENT GRADE  
ADVANCED PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
COMPLETED BY THE CURTIN SUPERVISOR TEACHER**

**Pre-service teacher:**

\_\_\_\_\_ **Student ID:** \_\_\_\_\_  
(Print Last Name) (Print Given Name/s)

Graduate Diploma in Education (Secondary)

Dates of teaching period: From: \_\_\_\_\_ To: \_\_\_\_\_

**School:** \_\_\_\_\_ **Class:** \_\_\_\_\_

<b><u>Please check one box only</u></b>									
10	9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outstanding	Highly Competent		Competent		Failing Grades		Unsuitable for Teaching		

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

**Curtin Supervisor:** \_\_\_\_\_  
Print name Signature Date

**Please email or fax the completed document to:**

<b>Email:</b> <a href="mailto:Professional.Experience@curtin.edu.au">Professional.Experience@curtin.edu.au</a> <b>Fax:</b> 9266 2547
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Original to the University

***NB: No copies are to be issued to the pre-service teacher***

## STUDENTS 'AT RISK'

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

The At Risk process does not result in 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 pre-service teacher 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 at the mid-point of the pre-service teachers' 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.
- In the second last week of the placement, a meeting should be scheduled between the Mentor Teacher, University Supervisor and pre-service teacher, to evaluate the At Risk status.

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 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.

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

Curtin Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Intern: \_\_\_\_\_

Date: \_\_\_\_\_

**Please email or fax the completed document to:**

Email: [Professional.Experience@curtin.edu.au](mailto:Professional.Experience@curtin.edu.au)

Fax: 9266 2547

**Please provide a copy to the Pre-service Teacher and retain a copy for your records**

## 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 Graduate Diploma of Education Secondary Blackboard site**

### LESSON PLAN TEMPLATE EXAMPLE

**Day & Date:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_

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



## 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?

## OBSERVATION PROFORMA

Lesson: \_\_\_\_\_ Date: \_\_\_\_\_

**1. The Physical Environment (e.g. use of spaces, arrangement of furniture and resources)**

What do you notice? Why do you think these choices were made?

**2. The Social Environment (e.g. the relationships in the classroom; student interaction; teacher communication with students; catering for inclusivity and difference)**

What do you notice? Why do you think these choices were made?

**3. Teaching Strategies/Skills (e.g. questioning; introductions & closures; group work)**

What do you notice? Why do you think these choices were made?

**4. Resources (e.g. what; how used; student access)**

What do you notice? Why do you think these choices were made?

**5. Assessment (e.g. formative; summative; techniques)**

What do you notice? Why do you think these choices were made?

**6. Management of Student Behaviour (e.g. strategies; routines; expectations)**

What do you notice? Why do you think these choices were made?

# Evaluation Guide

	<b>OUTSTANDING</b>	<b>HIGHLY COMPETENT</b>	<b>COMPETENT</b>	<b>FAILING GRADES</b>	<b>UNSUITABLE FOR TEACHING</b>
<b>PREPARATION AND PLANNING</b>	1) Very wide ranging knowledge of lesson content.	1) A sound knowledge of lesson content and concepts.	1) A reasonable knowledge of lesson content and concepts.	1) Limited knowledge of lesson content and concepts.	1) Very poor knowledge of lesson content and concepts.
	2) Objectives clear, precise and comprehensive.	2) Objectives clear, precise and structure sound.	2) Objectives limited, precise. Satisfactory structure.	2) Objectives not clear and precise, limited structure.	2) Objectives poorly stated, lacking structure.
	3) Excellent depth in research.	3) Very good depth in research.	3) Evidence of research in planning.	3) More depth in research in some respects required.	3) Lack of depth in research.
	4) Daily and long range planning are effectively linked.	4) Daily and long range planning are linked carefully.	4) Attempts to link daily and long range planning in the context of a sequence.	4) Needs more direction in linking daily and long range planning in the context of a sequence.	4) Daily and long range planning fails to link carefully the context of a sequence.
	5) Learning sequence planned into clear logical stages.	5) Learning sequence planned into clear logical stages.	5) Learning sequence shows evidence of logical stages.	5) Learning sequence suffers from not planning clear, logical stages.	5) Lack of clear logical stages in planned learning sequence.
	6) Learning experiences and concepts are integrated.	6) Learning experiences and concepts are closely related.	6) Learning experiences are generally related to concepts.	6) Learning experiences and concepts are not closely related.	6) Learning experiences planned are not related to concepts.
	7) Measurement techniques well devised and used.	7) Measurement techniques appropriate.	7) Use of measurement techniques evident.	7) Measurement techniques not always applicable.	7) Measurement techniques poorly devised.
<b>LEARNING AND TEACHING</b>	1) Learning experiences maintain a very high standard of student: a) input b) participation c) attention & interest	1) Learning experiences maintain a very sound standard of student: a) input b) participation c) attention & interest	1) Learning experiences maintain satisfactory standard of student: a) input b) participation c) attention & interest	1) Learning experiences don't always maintain satisfactory standards of student: a) input b) participation c) attention & interest	1) Learning experiences produce a poor standard of student: a) input b) participation c) attention & interest
	2) Clarity and precision with explanations, directions, a feature of learning activities.	2) All explanations, directions clearly and precisely made.	2) Explanations, directions generally clearly and precisely made.	2) Explanations, directions are not always made clearly and precisely.	2) Explanations, directions are unclear and imprecisely made
	3) Constantly varies strategies in order to foster interaction.	3) Sound variation in strategies to foster interaction.	3) Variations used at times to foster interaction.	3) Learning experiences often suffered due to a lack of variation in strategies.	3) Lack of variation in strategies in order to foster interaction
	4) Questions clear, logically sequenced, well distributed and highly effective.	4) Questions clear, logically - sequenced, well distributed and effective.	4) Questioning techniques satisfactory and usually clear, sequenced and well distributed. Attempts to use both factual and thought provoking levels.	4) Questioning techniques have a tendency to be unclear, unsequenced and poorly distributed.	4) Questions unclear, poorly sequenced and distributed and mostly only at a factual level.
	<b>OUTSTANDING</b>	<b>HIGHLY COMPETENT</b>	<b>COMPETENT</b>	<b>FAILING GRADES</b>	<b>UNSUITABLE FOR TEACHING</b>

<b>COMMUNICATION SKILLS</b>	1) Excellent standards in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students.	1) High standards set in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students.	1) Satisfactory standard in letter formation clarity of presentation and arrangement with all written work and charts etc. viewed by students.	1) Guidance required in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students.	1) Poor standards in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students.
	2) Speech is clearly audible to all students in the classroom.	2) Speech audible to all students in the classroom.	2) Speech generally audible to all students in the classroom.	2) Speech generally audible to all students in the classroom.	2) Speech not clearly audible to students in the classroom.
	3) All concepts and ideas explicit.	3) Explanations of concepts, ideas clear.	3) Explanations of concepts and ideas usually clear.	3) Some concerns in explaining concepts and ideas.	3) Concepts and ideas are poorly explained.
	4) Excellent modulation of voice.	4) Voice modulation is effective.	4) Voice modulation is appropriate.	4) Care needed in modulating voice.	4) Poor modulation of voice.
	5) Voice qualities effective when working with whole class, groups or individual children.	5) Very good voice qualities when working with whole class, group or individual children.	5) Voice qualities satisfactory when working with whole class, group or individual children.	5) Voice qualities often poor when working with whole class, groups or individual children.	5) Voice qualities poor when working with whole class, groups or individual children.
<b>RELATIONSHIP WITH STUDENTS</b>	Rapport with students is at an excellent level and demonstrates:	Rapport with students is at a very sound level and demonstrates:	Rapport with students is at a satisfactory level and demonstrates:	Rapport with students is at a dampened level and demonstrates:	Rapport with students is at a poor standard and demonstrates:
	1) A class tone which enables students to freely raise concerns.	1) A class tone which enables students to raise concerns.	1) A class tone in which students' concerns need consideration.	1) A class tone in which students' concerns need more consideration.	1) Restrictions which prevent pupils freely raising concerns.
	2) The use of praise and encouragement which is appropriate and aids motivation.	2) The use of praise and encouragement which is appropriate and aids in motivation.	2) The use of praise and encouragement in order to motivate.	2) The use of praise and encouragement not always appropriate and adding little motivation.	2) Praise and encouragement inappropriately used and no aid in motivation.
	3) A well-developed mutual respect.	3) A sound mutual respect developing.	3) A satisfactory mutual respect.	3) A need to develop more mutual respect.	3) A lack of mutual respect.
	4) A high degree of enthusiasm by the class to participate in lessons.	4) Enthusiasm by the class, to participate in lessons.	4) Class participates with interest in lessons.	4) More enthusiasm needed by the class to participate in lessons.	4) A lack of eagerness by the class to participate.
	5) Working relationships in which all activities are undertaken zealously and efficiently.	5) Working relationships in which activities are undertaken with enthusiasm and efficiency.	5) Working relationships in which activities undertaken are completed.	5) Working relationships which tend to lack in enthusiasm and efficiency.	5) A lack of zeal and efficiency in working relationships during activities.

	<b>OUTSTANDING</b>	<b>HIGHLY COMPETENT</b>	<b>COMPETENT</b>	<b>FAILING GRADES</b>	<b>UNSUITABLE FOR TEACHING</b>
<b>CLASSROOM MANAGEMENT</b>	1) Initiates routines which enable the efficient organisation of daily tasks.	1) Routines enable the efficient organisation of daily tasks.	1) Routines contribute to the organisation of daily tasks.	1) Routines do not always maintain the organisation of daily tasks.	1) A lack of routines affects the efficient organisation of daily tasks.
	2) Establishes a disciplinary tone which enables the teacher and students to work in a cooperative environment.	2) Maintains disciplinary tone which enables the teacher and students to work in a cooperative environment.	2) Contributes to a disciplinary tone which enables the teacher and students to work in a cooperative environment.	2) Some direction in order to establish a disciplinary tone.	2) Poor disciplinary tone.
	3) Effective and appropriate strategies.	3) Appropriate Strategies.	3) Uses suitable strategies.	3) Strategies are not always appropriate.	3) Lacks suitable strategies.
	4) High degree of flexibility in impromptu situations.	4) Flexibility in impromptu situations.	4) Adjusts to impromptu situations.	4) Difficulty in adjusting to impromptu situations.	4) Unable to adjust to impromptu situations.
	5) Considers all factors that affect student concentration and adjusts accordingly.	5) Considers factors which affect student concentration and adjusts accordingly.	5) Considers factors affecting student concentration.	5) More consideration needed for factors affecting student concentration.	5) Fails to consider factors which affect student concentration and does not adjust accordingly.
	6) Time schedules always met.	6) Time schedules met.	6) Time schedules considered.	6) Time schedules not always met.	6) Time schedules poor.
<b>PROFESSIONALISM</b>	1) A high degree of resourcefulness in all aspects of school life.	1) Resourcefulness shows in all aspects of school life.	1) A satisfactory degree of resourcefulness in all aspects of school life.	1) More resourcefulness in aspects of school life needed.	1) A lack of resourcefulness in all aspects of school life.
	2) Opportunities used to undertake extra responsibilities.	2) Acceptance of extra responsibilities allocated.	2) Carries out any responsibilities allocated.	2) Barely carries out any responsibilities allocated.	2) Fails to carry out assigned requirements.
	3) Uses discretion in decision making situations.	3) Little dependence on directions needed in decision making situations.	3) Some need to be directed in decision making situations.	3) Lacks initiative in decision making situations.	3) A dependence on directions.
	4) Innovative in handling unforeseen problems.	4) Capable of handling unforeseen problems.	4) Attempts to handle unforeseen problems.	4) Has difficulty in handling unforeseen situations.	4) Unable to handle unforeseen situations.
	5) Profits from suggestions made.	5) Applies any suggestions made.	5) Some application of suggestions made.	5) Considers and attempts to apply suggestions made.	5) Fails to consider and act upon suggestions.
	6) Has a very good understanding of the various duties of a staff member and own position as a staff member.	6) Understands the various duties of a staff member and own position within that staff.	6) Some understanding of the roles of staff. Seeks to understand own position as a staff member.	6) Understanding of the roles of staff lacking. Requires directions as to own position as a staff member.	6) Little interest in the role of a staff member. Shows little consideration for others.