

# **Professional Experience Handbook**

## **Bachelor of Education Secondary**

EDSC1001 Professional Practice in Secondary Education 1

EDSC2001 Professional Practice in Secondary Education 2

EDSC3001 Professional Practice in Secondary Education 3

### **Guidelines for**

Principals/Co-ordinators

Mentor Teachers

Pre-service Teachers

University Supervisors



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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

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### 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 THE PROFESSIONAL EXPERIENCE

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

### First Year

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

### Second Year

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

### Third Year

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

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

Year 1	Year 2	Year 3	Year 4
<p><b>Unit:</b> EDSC1001 Professional Practice in Secondary Education 1</p> <p><b>Focus area:</b> Introduction to pedagogy, reflective practice</p> <p><b>Length of placement:</b> 3 weeks</p>	<p><b>Unit:</b> EDSC2001 Professional Practice in Secondary Education 2</p> <p><b>Focus area:</b> Pedagogy, effective planning and classroom management, reflective practice</p> <p><b>Length of placement:</b> 3 weeks</p>	<p><b>Unit:</b> EDSC3001 Professional Practice in Secondary Education 3</p> <p><b>Focus area:</b> Pedagogy, assessment practices, reflective practice</p> <p><b>Length of placement:</b> 3 weeks</p>	<p><b>Unit:</b> EDUC4006 Transition to the Teaching Profession</p> <p><b>Focus area:</b> Pedagogy, transition into beginning teacher, reflective practice</p> <p><b>Length of placement:</b> 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"> <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 Curtin Supervisor during their visit.</li> <li>• Alert the Curtin Supervisor if the pre-service teacher is At Risk of failing.</li> <li>• Work with the Curtin 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 final report and grade to Curtin University.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Professional Experience Coordinator</li> <li>• Curtin 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>

Person	Role	Major Responsibilities	Liaison	Notes
Curtin Supervisor	Confirmation of satisfactory progress OR At-Risk	<ul style="list-style-type: none"> <li>• Formally visit the pre-service teacher and observe them teaching once, unless there are more observations required.</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> <li>• Discuss the pre-service teacher's progress with the Mentor Teacher.</li> <li>• Examine and provide feedback to the pre-service teachers 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>	<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 teachers At Risk may require an additional visit.</li> <li>• You may contact the Unit Coordinator if there are significant issues in regards to a pre-service teacher's 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>• Encouraged to undertake a pre-visit.</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> </ul>	<ul style="list-style-type: none"> <li>• Professional Experience Coordinator</li> <li>• Mentor Teacher</li> <li>• Curtin 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
		<ul style="list-style-type: none"> <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 their assessment form.</b></li> <li>• Ensure that you <b>SIGN and receive a copy of your final report from your mentor teacher.</b></li> </ul>		
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 Curtin Supervisor as soon as possible.</li> <li>• Monitoring the returning of Curtin 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 teachers</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 GUIDELINES

### PRE-PROFESSIONAL EXPERIENCE VISITS

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

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

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

### TEACHING LOAD

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

If teaching in the pre-service teacher's minor is not available, the amount of teaching in the major should be increased or the Mentor Teacher may approve an alternative in an area of interest.

# EDSC1001 PROFESSIONAL PRACTICE IN SECONDARY EDUCATION 1

## WEEK 1

In week one, pre-service teachers should:

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

## WEEK 2

In week two, pre-service teachers should:

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

## WEEK 3

In week three, pre-service teachers should:

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

### PLEASE NOTE:

#### **The Mentor Teacher Retains Duty of Care.**

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

## EDSC2002 PROFESSIONAL PRACTICE IN SECONDARY EDUCATION 2

### WEEK 1

In week one, pre-service teachers should:

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

### WEEK 2

In week two, pre-service teachers should:

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

### WEEK 3

In week three, pre-service teachers should:

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

### PLEASE NOTE:

#### **The Mentor Teacher Retains Duty of Care.**

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

## **EDSC3003 PROFESSIONAL PRACTICE IN SECONDARY EDUCATION 3**

### **WEEK 1**

In week one, pre-service teachers should:

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

### **WEEK 2**

In week two, pre-service teachers should:

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

### **WEEK 3**

In week three, pre-service teachers should:

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

### **PLEASE NOTE:**

#### **The Mentor Teacher Retains Duty of Care.**

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

## **ASSESSMENT FORM FOR MENTOR TEACHERS**

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

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

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

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

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



<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:**

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Pre-service Teacher:**

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

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

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

## MENTOR TEACHER'S LESSON OBSERVATION TEMPLATE 1

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

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

**Pre-service Teacher's Teaching File: content, organisation, presentation**

**Planning & Preparation: Professional Knowledge and Practice**

**Teaching & Learning: Professional Knowledge and Engagement**

**Communication: Professional Practice**

**Relationships with children/students and colleagues: Professional Engagement**

**Classroom Management: Professional Practice**

**Professionalism: Professional Engagement**

**Conclusion**

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

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

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

## ABSENTEE FORM

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

Centre/School: \_\_\_\_\_

Dates of Placement: From \_\_\_\_\_ To \_\_\_\_\_

Dates of Absence: \_\_\_\_\_  
(Pre-service Teachers must make up absent days *immediately* following the official placement dates)

Medical Certificate Provided No  Yes   
(doctor's certificate/s to be sent with this form if absent 2 days or more)

Date/s Attended for Make-up Days: \_\_\_\_\_

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

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

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

## **ASSESSMENT FORM FOR CURTIN SUPERVISORS**

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

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

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

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

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



**ASSESSMENT REPORT  
PROFESSIONAL PRACTICE IN SECONDARY EDUCATION  
COMPLETED BY THE CURTIN UNIVERSITY SUPERVISOR**

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

**Commendations – areas of strength**

**Recommendations – areas still needing development**

**Conclusions**

**Pass**

**Fail**

**University Supervisor:** \_\_\_\_\_

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

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

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

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

## UNIVERSITY SUPERVISOR'S LESSON OBSERVATION TEMPLATE 1

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

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

**Pre-service teachers Teaching File: content, organisation, presentation**

**Planning & Preparation: Professional Knowledge and Practice**

**Teaching & Learning: Professional Knowledge and Engagement**

**Communication: Professional Practice**

**Relationships with children/students and colleagues: Professional Engagement**

**Classroom Management: Professional Practice**

**Professionalism: Professional Engagement**

**Conclusion**

**University Supervisor:** \_\_\_\_\_

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

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

## STUDENTS 'AT RISK'

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

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

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

Please note that the At Risk process can be commenced at any time during the Professional Experience placement. Ideally, this should begin early in the second week of the professional placement.

If you have a Pre-service Teacher whom you consider is at risk of failing then please be guided by the following steps:

- Contact the Professional Experience Office for guidance upon initiating the At Risk procedure. The contact details are at the front of this handbook.
- The At Risk process is an opportunity for the Pre-service Teacher, Mentor Teacher and University Supervisor to discuss progress, identify areas for improvement and to set out aspects that need to be improved if the placement is to be completed successfully. Please use the At Risk form to guide this process.
- The completed At Risk form should be signed by the Pre-service Teacher, Mentor Teacher and University Supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team.
- By the end of week 2, a meeting should be scheduled between the Mentor Teacher, Curtin 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

**Pre-service Teacher:** \_\_\_\_\_ **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: \_\_\_\_\_

Pre-service Teacher: \_\_\_\_\_

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**

## PLANNING

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

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

### LESSON PLAN TEMPLATE EXAMPLE

Day & date: \_\_\_\_\_ Lesson: \_\_\_\_\_

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		

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

## LESSON PLAN REFLECTION EXAMPLE

Date/Day: \_\_\_\_\_

Proposed follow up

### **Students' Learning:**

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

Reflect on Students' Progress (focus students?)

Individual

Whole Group

Small Group

Proposed follow up

### **Teaching:**

How effective were my teaching strategies?

Next time I will:

Next time I will not:

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

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

How effective were the teaching resources?