

Faculty of Humanities

Professional Experience Handbook

Bachelor of Education Primary

Bentley and Regional

Professional Studies and Planning for Teaching

Professional Studies and Managing Learning Environments

Guidelines for

Principals/Co-ordinators

Mentor Teachers

Pre-service Teachers

Curtin Supervisors



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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Office of Professional Experience Administration

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Website: http://humanities.curtin.edu.au/schools/EDU/education/prof_exp.cfm

Professional Experience Placement Officers

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WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

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

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

- It is expected that all pre-service teachers will prepare Lesson Plans and keep 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 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 emails listed earlier in this handbook.
- Pre-service teachers must maintain a **Teaching File** as a comprehensive record of the activities and lessons undertaken during professional experience. It is also strongly suggested that a resource file be developed to organise the ideas and resources used during placements.

The information presented in this handbook should answer any questions; alternatively please consult the contact list to speak to someone in person.

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

The Professional Experience Team
School of Education
Curtin University

SIGNIFICANCE OF PROFESSIONAL EXPERIENCE

Success in Professional Experience placements is a fundamental part of the pre-service teacher's professional development and is a **condition for graduation**.

Any pre-service teacher who fails to satisfactorily complete **two consecutive** Professional Experience placements is subject to course termination. Supplementary placements may be provided at the discretion of the School of Education Board of Examiners.

ABSENTEEISM

It is expected that pre-service teachers will at all times assume the professional aspects of the role of a teacher, accepting the constraints of punctuality, co-operation with staff, and concern for the welfare of students. **Where absence is unavoidable, pre-service teachers are required to notify both the School and the Curtin University Professional Experience Office no later than 8.00am on the day concerned.**

Pre-service teachers are expected to make up days lost through absenteeism. An Absentee form is provided in this handbook.

The release of pre-service teachers to return to Curtin University to attend classes or to deal with outside work or family issues (except unforeseen illness or emergencies) should *not* be granted as pre-service teachers should have made alternative arrangements. However, there *may* be instances where pre-service teachers may need to take a day of leave from the placement. Pre-service teachers should notify their Mentor teachers as soon as possible should this occur.

RETURN OF FORMS

Please forward all assessment forms, the Professional Experience Payment Request Form and any completed Absentee Forms to the relevant address listed earlier in this handbook.

Please ensure that the pre-service teacher leaves their placement with a signed copy of their final assessment form.

PRE-SERVICE TEACHING FILE

Pre-service teachers must maintain a Teaching File as a comprehensive record of the activities and lessons undertaken during professional experience. **Pre-service teachers should always have their Teaching File up-to-date and accessible for the Mentor Teacher, Principal and Supervisor.** It does not have to be submitted to Curtin. Plans should be indexed and prepared two or three days in advance. It should contain the following:

- Department of Education National Police History Check and Working with Children Card
- Curtin Code of Conduct and Insurance Policy Forms
- Professional Experience Handbook, including instructions from the Professional Experience Seminar detailing requirements for the placement.
- Plans of lessons undertaken by the pre-service teacher. Plans should indicate the learning area, the group and the date, and be filed in the order in which they were undertaken even when categorised into learning areas.
- Teaching and Learning Resources which have been used.
- Self-reflective comments, together with written comments from the Mentor.

RESOURCE FILE

Pre-service teachers will accumulate many ideas and resources. In order to organise these, it is requested that each pre-service teacher creates a resource file. There is no prescribed format for this, however, it is expected that a system be developed to classify resources so that they are readily identifiable and accessible. This may be in hard copy or an electronic file, but **it should be available to a Mentor Teacher and supervisor on request** and include as much information as possible about resources such as the original source for future referencing.

The following list is a guide to the many types of resources which could be included.

- **Book Lists.** Children's books and reading schemes and the level for which they are suited,
- **Songs, dances, singing games and music. Poetry and stories,**
- **Curriculum experiences/ideas.** Energisers, self-esteem games. Ideas for all learning areas,
- **Other Resources.** Curriculum resources that may be purchased, such as sporting equipment and computer software. Ideas for charts, rosters, routines, rules, room arrangements and so on, that may be adapted for use in your own work place,
- **Administrative Resources.** Individual Education Plans (IEP). Bullying Policy/Excursion Policies, Sample Letters, Booklets (parent information/staff handbook),
- **Web sites and other electronic resources.**

TEACHING RESOURCE COLLECTION– LEVEL 5 (CURTIN LIBRARY)

On campus pre-service teachers are encouraged to borrow a variety of resources from this special collection to enhance their teaching / learning experiences. The school and local libraries may also be a valuable place to access of resources. You may consider adding items to your Christmas / birthday request lists!

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School Principal or nominated school-based staff member	Professional Experience Coordinator	<ul style="list-style-type: none"> Welcome the pre-service teacher into the school community: introduce to staff & induct student into the school context. Ensure that Mentor teachers are informed of the placement and have access to the Curtin Professional Experience Handbook. Mediate if necessary between the pre-service teacher and the Mentor teacher. 	<ul style="list-style-type: none"> Mentor teacher/s Curtin Professional Placement staff 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers.
Mentor Teacher	Mentor	<ul style="list-style-type: none"> Induct the pre-service teacher into the class & articulate classroom practices and routines. Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook. Review and provide feedback on lesson plans. Provide written post-lesson feedback that is constructive. Discuss the pre-service teacher's progress with the Curtin Supervisor during their visit. Alert the Curtin Supervisor if the pre-service teacher is At Risk of failing. Work with the Curtin Supervisor and the pre-service teacher to complete the <i>At Risk Form</i>. Complete the assessment forms; sign and have the pre-service teacher pursue and sign, and give a copy to the pre-service teacher to take with them. 	<ul style="list-style-type: none"> Professional Experience Coordinator Curtin Supervisor 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times. Please alert the Professional Experience Office. There is no supervisor for the two-week block.
Curtin Supervisor	Confirmation of satisfactory progress OR At-Risk	<ul style="list-style-type: none"> Formally visit the pre-service teacher and observe them teaching a lesson. Provide written and verbal feedback on the lesson to the pre-service teacher. Provide a copy of the written feedback to the pre-service teacher. 	<ul style="list-style-type: none"> Mentor teacher Pre-service teacher Professional Placement Officers 	<ul style="list-style-type: none"> Please ensure that the pre-service teacher has indicated their preferred lessons for observation. Pre-service teachers At Risk may require an additional

Person	Role	Major Responsibilities	Liaison	Notes
		<ul style="list-style-type: none"> • Discuss the pre-service teacher's progress with the Mentor teacher. • Scan the pre-service teacher's Professional Experience folder and comment on the quality and or make suggestions of what could be added. • Complete the Assessment Form: provide a copy (on the day if possible) to the pre-service teacher, and send the original to the Professional Placement Office at Curtin. • Contact the Professional Placement Office at Curtin if a pre-service teacher is deemed At Risk. • Work with the Mentor teacher and the Pre-Service Teacher to complete the At Risk Form. 		<p>visit.</p> <ul style="list-style-type: none"> • You may contact the Unit Coordinator if there are significant issues in regards to a pre-service teacher's placement/experience.
Pre-service Teacher	Temporary member of staff	<ul style="list-style-type: none"> • Contact the school prior to your placement. • Undertake the recommended number of pre-visits. • Contact your Curtin Supervisor as soon as possible, and ensure you send them a copy of your teaching timetable and preferred lesson for observation. Then maintain contact with your Supervisor. • Thoroughly read through the relevant Professional Experience Handbook: in particular, your observation & teaching requirements AND the assessment forms against which you will be graded. • Make time to plan with your Mentor teacher. • Provide your Mentor teacher with a hard copy of your lessons plans at least 24 hour PRIOR to teaching the lesson. • Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities. • Seek and LISTEN to feedback and advice. 	<ul style="list-style-type: none"> • Professional Experience Coordinator • Mentor Teacher • Curtin Supervisor 	<ul style="list-style-type: none"> • Pre-service teachers do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers. • Do NOT use social networking sites (e.g. Facebook) to discuss matters pertaining to the school, teachers or students. Do NOT use children's photos in any online forums. • You must pass BOTH the theory and professional experience components of your unit to pass overall.

Person	Role	Major Responsibilities	Liaison	Notes
		<ul style="list-style-type: none"> • Ensure that you have a copy of the Curtin Supervisor's written feedback AND their assessment form. • Ensure that you SIGN and receive a copy of your final report from your Mentor teacher. You must take this with you on your last day and submit it to the Professional Placement office immediately. 		
Professional Placement Officers	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Initiate contact with schools via the Professional Experience Coordinator, and subsequent placement of students. • Inform pre-service teachers of their placements as soon as possible. • Inform pre-service teachers of their Curtin Supervisor as soon as possible. • Monitor the return of Curtin Supervisor and Mentor Teacher paperwork. • Inform the Unit Coordinator of any students reaching At Risk status. 	<ul style="list-style-type: none"> • Professional Experience Coordinators • Pre-service teachers • Unit Coordinators 	
Unit Coordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the Curtin Supervisor and Mentor Teacher to monitor at-risk students. • Enter all results into Blackboard. 	<ul style="list-style-type: none"> • Professional Placement Officers • Curtin Supervisors 	<ul style="list-style-type: none"> • Students who fail either the theory competent or the Professional Placement need to be recorded in a database.

OVERVIEW OF PRIMARY EDUCATION PROFESSIONAL EXPERIENCE PROGRAM

The Bachelor of Education Primary Course has four Professional Experience units which are essential components of the course and are planned to integrate the pre-service teachers' studies with practical learning experiences. An overview of the whole program for the Bachelor of Education (Primary) is below, followed by more detail of the school placements.

Time	Unit and activities	Focus Graduate Standards	Placement
1 st year	Low stakes and non-assessable activities within common first year coursework units; Profession-related experiences in educational settings	STD 1: Know students and how they learn STD 7: Engage professionally with colleagues, parents/carers and the community	No formal placement
2 nd year Sem. 1	<i>Professional Studies and Planning for Teaching</i> (includes 12 coursework topics) Focus on formative feedback in placement	STD 2: Know the content and how to teach it STD 3: Plan for and implement effective teaching and learning	*2 weeks
2 nd year Sem. 2	<i>Professional Studies and Managing Learning Environments</i> (includes 12 coursework topics) Same class and teacher to encourage extended connection to the school	STD 4: Create and maintain supportive and safe learning environments	*3 weeks * = same school
3 rd year Sem. 2	<i>Professional Studies and Evaluating Learning</i> Includes course work online modules based around standards	Focus on STD 5: Assess, provide feedback and report on student learning; plus STANDARDS 1-7	4 weeks
4 th year Q3	<i>Transition to the Profession</i> (100 credit points) Includes assessable course work online modules based around standards	STANDARDS 1-7	1 term

FIRST PLACEMENT (ANNUAL)

The first Professional Experience involves a two-week block placement in Semester 1 (School Term 2). This is an annual placement as pre-service teachers will return to the same school and classroom in Semester 2, and they are encouraged to continue to visit and volunteer between the placements to become a part of the school community.

Emphasis during the first placement is on helping pre-service teachers to relate successfully to children in small groups and on an individual basis, developing basic skills and knowledge as a novice teacher, and gaining an understanding of the role of the teacher.

SECOND PLACEMENT (ANNUAL)

In the second placement, pre-service teachers will have a three-week block placement in Semester 2 (Term 4) in the same school as the first placement. The focus for this professional experience is creating and managing a positive learning environment.

Note: A Curtin University Supervisor visits only in the second placement.

OUTLINE OF THE FIRST PROFESSIONAL EXPERIENCE

All placements are attached to a course work unit which has other assessable components. The first Professional Experience placement is associated with the unit:

EDPR2002 Professional Studies and Planning for Teaching

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

Emphasis is on helping pre-service teachers to relate successfully to children in **small groups and on an individual basis** and to integrate the pre-service teachers' studies with practical learning experiences.

During this period, pre-service teachers are given the opportunity to plan, prepare, and teach lessons to a group, then progress to the whole class when suitable and as negotiated with the Mentor teacher.

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

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

It is anticipated that, at the completion of the placement, each pre-service teacher will be able to confirm his/her commitment to become a teacher of children of primary school ages.

ASSESSMENT

During the two week placement, the Mentor teacher is asked to complete the relevant Assessment Form.

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

The contents of the assessment form should be discussed with and **signed off by the pre-service teachers**. Copies of these reports will be sent to Mentor teachers or can be obtained electronically by contacting: professional.experience@curtin.edu.au

Mentor teachers are asked to send their report and payment request form as soon as possible to the Professional Experience Office.

PLANNED TEACHING FOR THE FIRST PROFESSIONAL EXPERIENCE

Pre-service teachers will observe the many roles of the teacher and have opportunities to experience success in their initial teaching efforts. It would be appreciated if Mentor teachers could take every opportunity to discuss with the pre-service teachers the preparation, organisation, and presentation of learning experiences appropriate to the primary setting.

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

A pre-service teacher’s development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. It would be appreciated if Mentor teachers could offer opportunities for pre-service teachers to observe children in a variety of classroom settings.

Preparatory visits by pre-service teachers (*before* the Professional Experience begins).

The purpose of these visits is to discuss professional experience requirements with the Mentor teacher and to observe the class and routines. If possible, a **broad** outline of possible lessons should be given to the pre-service teachers so that planning can begin. As far as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas.

	Pre-Service Teacher
Week 1	<ul style="list-style-type: none"> • Compile at least 6 lesson observations, using the Observation Proforma in this Handbook. • Plan, teach, and evaluate at least 3 fully-prepared short lessons with groups of students. Submit the lesson plan to the Mentor teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework OR an alternative format at the request of the Mentor teacher.
Week 2	<ul style="list-style-type: none"> • Plan, teach, and evaluate at least one whole class fully-prepared lesson each day. Submit the lesson plan to the Mentor teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework OR an alternative format at the request of the Mentor teacher.

ASSESSMENT FORMS FOR MENTOR TEACHERS – First Professional Experience

ASSESSMENT FORMS

There are **two parts** to the assessment of this first Professional Experience:

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

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

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

Return of the Forms

Please complete the assessments PRIOR to the conclusion of the 10 days, sign the forms and also have the Pre-service teacher sign and sign the forms.

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

Please email or fax the Teaching Assessment Form to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547



**ASSESSMENT: CHECKLIST
PROFESSIONAL STUDIES AND PLANNING FOR TEACHING
COMPLETED BY THE MENTOR TEACHER**

Pre-Service Teacher: _____ **Student ID:** _____
(Print Last Name) (Print Given Name/s)

School: _____ **Class:** _____

Professional Experience Dates: _____

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

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

Standard 4 – Create and Maintain Supportive and Safe Learning Environments	Competent	Not Yet Competent	Comment
Offers encouragement to all students to enhance learning and self-confidence.			
Well-prepared regarding time, resources and physical space.			
Demonstrates awareness of what is occurring in the learning setting.			
Deals with students fairly and respectfully.			
With support, uses routines and procedures that positively guide student behaviour.			
Plans for effective indoor / outdoor learning environments that support children's well-being and safety.			
Standard 5. Assess, Provide Feedback and Report on Student Learning	Competent	Not Yet Competent	Comment
Records observations and achievements of students.			
Provides individual assistance and specific feedback.			
With assistance, uses assessment to inform judgements about student learning and identify effective and ineffective teaching strategies.			
Standard 6. Engage in Professional Learning	Competent	Not Yet Competent	Comment
Reflects on own teaching and with help is able to identify strengths and gaps.			
Interacts positively with teaching and non-teaching staff.			
Takes opportunities to learn and improve professional practice.			
Responds positively to suggestions given by Mentor Teacher and others.			
Standard 7. Engage Professionally with Colleagues, Parents/Carers and the Community	Competent	Not Yet Competent	Comment
Approaches placement in a professional manner.			
Carries out any responsibilities allocated.			
Is aware of, and complies with the policies and processes of the school.			
Interacts positively and professionally with parents and carers.			

(Please tick the appropriate box and supply comments)

Strengths:

Areas Needing Improvement:

Conclusion:

Highly Competent
at this level

Competent
at this level

Not Yet Competent
at this level

Mentor Teacher: _____
(Print Name)

(Signature)

Pre-Service Teacher: _____
(Print Name)

(Signature)

Date of Completion by Mentor Teacher: _____

OUTLINE OF THE SECOND PROFESSIONAL EXPERIENCE

In the Second Professional Experience, pre-service teachers will have a **three week block placement in Semester Two of the same year and in the same school as their first experience** (in exceptional circumstances this may not be possible and alternative arrangements will be made by Curtin).

Pre-service teachers are expected to **formally visit their allocated schools before** the placement and are encouraged to return on a voluntary basis if possible after the three weeks.

Pre-service teachers are expected to accompany the Mentor teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties so they become increasingly aware, through discussion and observation, of the varied nature of the teacher's role. During the placement, pre-service teachers are given the opportunity to plan, prepare, and teach lessons to a group, then progress to the whole class when suitable and as negotiated with the Mentor teacher.

The pre-service teachers are expected to continue to maintain their Teaching Files.

SUPERVISION AND CONTACT

A Curtin Supervisor will formally visit the pre-service teacher **once** during the three week period and will also provide a report. **It is the pre-service teacher's responsibility to contact the Curtin Supervisor to negotiate the day and time of the visit.**

Mentor teachers, Curtin Supervisors and/or Principals are asked to alert Curtin Professional Experience staff as soon as possible during the placement if they have any concerns that might indicate that a pre-service teacher is **At Risk** of not passing the Professional Experience.

ASSESSMENT

Pre-service teachers are assessed by both their Mentor teacher and an additional independent supervisor. During the three week placement, the Mentor teacher is asked to complete the relevant Assessment Forms.

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

The contents of the assessment form should be discussed with and **signed off by the pre-service teachers**. Copies of these reports will be sent to Mentor teachers or can be obtained electronically by contacting: professional.experience@curtin.edu.au

Mentor teachers are asked to send their report and payment request form as soon as possible to the Professional Experience Office.

PLANNED TEACHING FOR THE SECOND PROFESSIONAL EXPERIENCE

It is intended that pre-service teachers will observe the many roles of the Mentor Teacher and continue to have opportunities to experience success in their teaching efforts.

The requirements for this placement are shown in the table:

	Pre-service Teacher
Week 1	<ul style="list-style-type: none"> • <i>Days 1 and 2: Observation</i>: where the pre-service teachers assists the Mentor teacher wherever possible, has discussions with the Mentor teacher regarding classroom organisation, routines, assessment procedures, management of student behaviour, school discipline policy, students' names, and special needs. Pre-service teachers should also obtain and discuss details of lessons as far as is possible. Pre-service teachers complete at least 4 Observations using the proforma. • <i>Days 3-5</i>: Plan, teach, and evaluate at least one fully-prepared lesson each day (including full lesson plans) for the whole class. Submit the lesson plans to the Mentor teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework OR an alternative format at the request of the Mentor teacher.
Week 2	<ul style="list-style-type: none"> • Plan, teach, and evaluate at least two fully-prepared lessons each day. Submit the lesson plan to the Mentor teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework OR an alternative format at the request of the Mentor teacher.
Week 3	<ul style="list-style-type: none"> • Plan, teach, and evaluate at least 3 - 4 fully-prepared lessons each day. • Two sequential lessons should be an aim if possible, with a maximum half day loading. • Submit the lesson plans to the Mentor teacher at least 24 hours prior to the scheduled teaching. Use the Lesson Plan Template provided in the coursework OR an alternative format at the request of the Mentor teacher. • Implement one assessment task, and mark students' work.

ASSESSMENT FORMS FOR MENTOR TEACHERS – Second Professional Experience

ASSESSMENT FORMS

There are **two parts** to the assessment of this second Professional Experience:

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

The focus in this placement is on Standard 4 but it is expected that pre-service teachers will be able to show some progress in each of the standards. If the pre-service teacher does not get an opportunity to demonstrate the capabilities identified under that standard please indicate that this by writing “not observed” in the comments column.

Please keep in mind that the pre-service teachers are in **their second experience in the role of a teacher**. If you notice additional achievements, please note these in your final report.

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

Return of the Forms

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

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

Please email or fax the Teaching Assessment Form to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547



**ASSESSMENT: CHECKLIST
PROFESSIONAL STUDIES AND MANAGING LEARNING ENVIRONMENTS
COMPLETED BY THE MENTOR TEACHER**

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

School: _____ **Class:** _____

Professional Experience Dates: _____

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

Standard 1. Know Students and How They Learn	Competent	Not Yet Competent	Comment
Uses some specific activities/ strategies that take account of background factors that may influence learning.			
With assistance, identifies individual learning needs and plans to support these.			
Recognises diversity and difference in the classroom.			
Standard 2. Know Content and How to Teach It	Competent	Not Yet Competent	Comment
Demonstrates knowledge of the structure and content of specific learning areas (as defined in curriculum documents).			
Content of lessons and activities is appropriate to learners' developmental stages and experiences			
Is confident to use ICT in classroom activities to motivate and engage learners and extend learning.			
Standard 3. Plan For and Implement Effective Teaching and Learning	Competent	Not Yet Competent	Comment
With guidance, able to plan learning goals appropriate for learners that build on prior knowledge.			
Plans each lesson / learning experience with clear objectives and defined learning sequence, paying attention to timing and transitions.			
Seeks advice about suitable resources and develops a bank of appropriate ideas and materials.			
Reflects on and evaluates student / children's learning and identifies effective and non-effective teaching strategies.			

Standard 4 – Create and maintain supportive and safe learning environments	Competent	Not Yet Competent	Comment
Builds positive, appropriate relationships with students.			
Provides clear directions and instructions to engage students with learning experiences.			
Uses some appropriate preventative and responsive positive management strategies.			
Shows awareness of different challenging behaviours and suggests some management techniques.			
Plans for effective indoor and outdoor learning environments that support students' well-being and safety.			
Standard 5. Assess, provide feedback and report on student learning	Competent	Not Yet Competent	Comment
Begins to choose a range of assessment methods to evaluate learning.			
Provides clear feedback to learners in a timely manner.			
With assistance, analyses student work and uses this to inform teaching.			
With assistance, observes patterns of achievement in summative assessment data.			
Standard 6. Engage in professional learning	Competent	Not Yet Competent	Comment
Begins to articulate own approach to teaching and learning, and seeks support for new ways of thinking and working.			
Develops positive relationships with teaching and non-teaching staff.			
Reflects on and incorporates constructive feedback given by the Mentor and Supervisor to improve teaching practices and enhance learning.			
Standard 7. Engage professionally with colleagues, parents/carers and the community	Competent	Not Yet Competent	Comment
Maintains a professional approach and shows respect for the ethos of the school and its values.			
Deals with learners and colleagues fairly and respectfully.			
Complies with the policies and processes of the school.			
Works in a respectful and cooperative manner with parents/carers.			
Able to recognise when decisions related to a student's learning should be shared with other professionals.			

(Please tick the appropriate box and supply comments)

Strengths:

Areas Needing Improvement:

Conclusion:

Highly Competent
at this level

Competent
at this level

Not Yet Competent
at this level

Mentor Teacher: _____
(Print Name)

(Signature)

Pre-Service Teacher: _____
(Print Name)

(Signature)

Date of Completion by Mentor Teacher: _____



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 *immediately* following the official placement dates)

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

Date/s Attended for Make-up Days: _____

Mentor Teacher : _____
(Print Name) (Signature) (Date)

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

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

ASSESSMENT FORMS FOR CURTIN SUPERVISORS

Thank you for supporting our Curtin pre-service teachers during their Professional Experience placement. We appreciate the time and effort that you give to them. Your expertise and feedback is valuable to us all. In particular a “supervisor” or another assessor apart from the Mentor Teacher provides an additional viewpoint on the pre-service teacher’s progress. Rather than working closely with the pre-service teacher over time, as the Mentor teacher does, the Supervisor takes more of a “snapshot” of their progress by observing one or two lessons.

We would hope that you would visit **during the second week of the placement** and, as you will see in the handbook, the pre-service teacher is expected to contact you to establish a mutually acceptable time for this visit. This visit gives the pre-service teacher time to work with the class but also time should you feel the need to undertake a second visit. This would only occur if there were serious concerns about the pre-service teacher.

The handbook has details of what is required by all parties, including the pre-service teacher, and the supervisor. It is recommended that you follow the observation and feedback approach outlined in the handbook. You should also be able to view the Teaching File and Resources of the pre-service teacher.

It would be helpful if you take detailed notes during your visit and then summarise these into the following assessment form. **Please give a copy of this form to the pre-service teacher, retain a copy for your records and send one to the Professional Experience Office.**

The Curtin Supervisor Assessment Form in this handbook indicates some of the expectations of this placement although clearly you would not be expected to see all of these in one teaching session. Please keep in mind that the pre-service teachers are in their **second classroom experience** in the role of a teacher.

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

Please provide a copy to the Pre-service Teacher

**ASSESSMENT REPORT
PROFESSIONAL STUDIES AND MANAGING LEARNING ENVIRONMENTS
COMPLETED BY THE CURTIN SUPERVISOR**

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

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

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

_____ (Print Name)

_____ (Signature)

Pre-service Teacher:

_____ (Print Name)

_____ (Signature)

Date of Completion:

STUDENTS 'AT RISK'

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. Occasionally a mentor teacher will have serious concerns.

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

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

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

Or

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



AT RISK RECORD FORM

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
 Fax: 9266 2547

Please provide a copy to the Pre-service Teacher

LESSON PLAN TEMPLATE

(Note: These documents are available on Blackboard and the Canvas sites for these units)

Day & Date: _____ Session: _____

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: introductory	•		
Learning strategies & activities: developmental	•		
Learning strategies & activities: concluding			
Modifications	Behaviour 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		

This is the same template used in the course work unit. Should your mentor teacher require you to use an alternative format; please do so.

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?