



EXP211, 212, 311 and 312

**Professional Experience
Program Manual**
incorporating the
Clinical Teaching Model

Primary

2016

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Introduction

Welcome to the Professional Experience Program for the Bachelor of Education (Primary). This program, comprised of the four subjects, EXP211, 212, 311 and 312 is arguably the most demanding part of the degree. The teaching and learning operates within fully functional educational communities. I would stress that for the student it is an immense privilege to be admitted into the living school community for a season.

The student not only reflects themselves, they also reflect Alphacrucis College. I always say to students going into schools, do your best and learn as much as you can every day from every situation you find yourself a part of. Become more and more teachable and make yourself useful to the community in as many ways as you can find. If all goes well your first full-time appointment may come from one of your Professional Experience schools!

To the staff of the schools - we are immensely grateful to you for hosting our student(s). We understand that it is an additional load that you have taken on with no adjustment in your own loads. On behalf of Alphacrucis College, thank you so much. Thank you Principal; thank you School Supervisor and thank you Mentor Teacher(s). Without your partnership with us this program would not happen. Please do not hesitate to contact me at any time over any issue, however small it might seem. Small issues tend to have a habit of growing if not addressed early.

In addition the Professional Experience Program AC offers the Clinical Teaching Model (CTM) as a regular additional in local/ Host School constructed school experiences where the pre-service teacher will be able to ground many of their course assignments while building up their real world classroom experience.

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*Teach me your way, LORD,
that I may rely on your faithfulness;
give me an undivided heart,
that I may fear your name.
I will praise you, Lord my God, with all my heart;
I will glorify your name forever.*

Psalms 86: 11-12 (NIV)

Professional Experience

The Purpose of the Professional Experience

It moves the Pre-service teacher's learning from being essentially theoretical to experiential. The Professional Experience Program aspect of the Bachelor of Education (Primary) Program is where the Pre-service Teacher's calling is tested within a context of community of practitioners. For some it will be a closed community of believers and for others it will necessitate the ability to navigate what they have learned and believe into the wider world.

Regardless of whether the Pre-service teacher intends to teach in a Christian education context or in the state system, the same exacting standards are required by the Board of Studies, Teaching and Educational Standards (BOSTES). This professional experience program meets the requirements set out under **How to prepare programs for submission:**

In addition the Professional Experience components of the Bachelor of Education (Primary) conforms to the **Professional Experience Framework**. This is an initiative of the NSW Government's *Great Teaching, Inspired Learning (GTIL) Blueprint for Action*. The Professional Experience Framework helps to provide consistent, high quality opportunities for future teachers to practise their teaching skills in the classroom. The framework was developed by the Board of Studies, Teaching and Educational Standards (BOSTES), in consultation with the NSW Department of Education, the Association of Independent Schools of NSW, the Catholic Education Commission NSW, Deans of Education and the NSW Vice-Chancellors Committee. The framework sets out how schools, school systems and higher education providers can work together to improve the quality of professional experience placements.

The *Professional Experience Framework* includes:

- Best Practice Guidelines for Teachers, Teacher Educators and Teacher Education Students
- An Evidence Guide for Supervising Teachers
- A Common Report Template
- A Statement of Common Roles and Responsibilities
- Data Exchange Guidelines.

Extracts from the *Professional Experience Framework* statement:

Professional experience is a critical aspect of initial teacher education and provides a crucial opportunity for initial teacher education providers and schools to work together to share knowledge, expertise and passion for teaching in order to prepare the next generation of teachers. Professional experience should expose teacher education students to a range of schools and make them aware of the challenges and realities of classrooms and diversity that exists in our school student population.

Research has shown that high-quality professional experience is underpinned by the following principles and practices:

- *a well-structured and well-resourced professional experience program is a vital component of initial teacher education*
- *fair and ethical practice is predicated on effective information and communication, clear expectations and sound professional judgement*
- *a high-quality professional experience program is dependent on the professional commitment and collaborative efforts of a range of staff in initial teacher education providers and in schools*

- *all parties have a focus on the development of future teachers and are committed to sustaining and building the quality of teachers' professional experience*
- *schools and school systems have a right to determine the basis upon which they provide and support professional experience placements in the interests of their schools and of the quality of the profession*
- *initial teacher education providers have a right to determine their enrolments and the structure of their initial teacher education programs.*

Pre-service teachers and serving professional teachers can rest assured that Alphacrucis College is committed to the development of the highest possible levels of professional competence in its graduates. Furthermore our program equips Pre-service teachers for Christian educational contexts where they will be able to nurture the faith journey of others.

Naturally each education context varies enormously. It is very important that pre-service teachers experience as wide an array of different settings as possible prior to making the commitment to employment. School visits are arranged throughout the course in addition to the formal Professional Experience opportunities and students are required to arrange their own Observational Visits (OVs). In this context various schools have made themselves available to us in the preparation of our teachers (See Special Relationship Schools, Appendix B).

The Professional Experience component of the Bachelor of Education (Primary) is designed to develop and refine the Teacher's craft in the context of the community of practitioners. Each stage of the Professional Experience builds on the teacher's knowledge and skills (See Professional Experience Teaching Knowledge of Skills Continuum, Appendix D). This continuum is designed to support the attainment of the necessary competencies to not only satisfy government regulations but also to foster positive teacher-student learning relationships and the individual's fulfilling professional aspirations.

During each stage of the Professional Experience we give a high priority to the welfare of all the children and all the school staff involved. For this reason the structure of the Professional Experience program builds through a gradual release of responsibility to the Pre-service Teacher, commensurate with his/her own competence and confidence. The Program begins with high levels of Mentor Teacher(s) modelling and analysis by the Pre-service Teacher, through the use of the Observational Journal during Parts A and B, followed by staged achievable tasks incorporating self-reflection and feedback.

EXP211, 212, 311 and 312 Professional Experience is designed to support the in-school Professional Experience experiences of the Pre-service Teacher. Students engage in critiquing their own practice and that of others in terms of their ability to manage the learning environment, planning, teaching, assessing, evaluating and reflecting. This practical subject complements the theory of the other subjects where strategies for effectively managing pupil behaviour for the welfare of all is set within the context of a Christian worldview, and within the duty of care requirements by state and federal governments. Under the theoretical subjects' requirements additional classroom visits are scheduled for observation, seminars in Special Relationship Schools, Rural and Remote and Australian Indigenous Communities and Special Needs schools. Pre-service Teachers are expected to build their own self-knowledge and autonomy in the way they conduct themselves as professionals. They will reflect in all subjects on the construct of character and disposition and consider what this means for them as Christian educators in both Christian and non-Christian settings.

Learning is both intensely personal and learner-specific therefore Alphacrucis College is committed to the Pre-service Teacher's growth in ways which may, from time to time, require some modification to the

processes described in this manual. At every stage all students will be given clear feedback on their progress as developing teachers.

Alphacrucis College greatly values the significant contribution of the wider teaching profession to our teacher training program and welcomes feedback for the continued refinement of our program. We trust that the partnerships we develop will be mutually beneficial.

The significance of field Experience

The Australian Teacher Education Association – as evidenced in the policy excerpted below - regards field experience as centrally important to Pre-service Teacher education.

Teaching Experience components of Pre-service Teacher education should:

- 1. be seen as initial phases in the continuum of teachers' career-long professional learning and development;*
- 2. be carefully planned, developmental learning experiences, with levels of assistance reducing as the Pre-service Teacher assumes increasing professional autonomy and responsibility;*
- 3. be integrated with the tertiary-based components of the program;*
- 4. encourage Pre-service Teachers to be flexible and prepared to actively engage in change as it occurs in education, including in the development of technology for educative purposes;*
- 5. provide Pre-service Teachers with experiences that reflect the complex, diverse and multi-faceted nature of teachers' work within classrooms, schools and the broader community;*
- 6. allow Pre-service Teachers the opportunity to actively participate in shaping the teaching profession and to engage with others in critiquing particular educational practices in light of contemporary theoretical frameworks;*
- 7. provide opportunities for Pre-service Teachers to develop their personal philosophy of teaching and learning, to reflect on and articulate their values and beliefs and to challenge their assumptions about individual and socio-cultural differences;*
- 8. allow Pre-service Teachers to experience a wide range of educational settings that are different from their own, thus exploring the diversity of the Australian society with respect to gender, culture, social, location, economic and educational resources;*
- 9. allow prospective teachers to build upon their own prior learning experiences, and continue to develop in collaboration with others, through negotiating particular learning/teaching experiences;*
- 10. be an integral part of all educational settings, with field-based component programs developed, shared and critiqued in collaboration between tertiary institutions, employing authorities, registration bodies in local educational settings;*
- 11. in association with all components of teacher education, develop attitudes and skills that empower Pre-service Teachers to critique, support and improve current education systems so as to enhance learning and life outcomes for all learners;*
- 12. in association with all components of teacher education, equip Pre-service Teachers to be competent beginning teachers.*

This program seeks to integrate these insights.

In addition the Bachelor of Education (Primary) includes the option of *The Clinical Teaching Model (CTM)* rooted in best practice, *a supervised activity where a novice is placed in the workplace and mentored through a set of experiences that will hopefully equip them to enter the profession* (Brennan Kemmis & Ahern, 2011: 211-222).

Preparing the learning context

In accordance with Alphacrucis College's Codes of Conduct, Pre-service Teachers are expected to be affirming in their interactions with school students at all times while developing productive, positive relationships between the school and the College.

Clear expectations of all parties' roles

It is the Pre-service Teacher's responsibility to be well prepared for what to expect in their placement. It is the AC Liaison Officer's role to ensure that the school appointed Mentor Teacher(s) understands their responsibilities towards the Pre-service Teacher and the College. A hard copy of this manual is posted to the Mentor Teacher(s) immediately after their appointment is confirmed. The AC Liaison Officer then liaises with them to confirm they understand their role.

In addition, it is of vital importance that your Mentor Teacher(s) discusses the contents of the manual with the Pre-service Teacher prior to or right at the outset of their Professional Experience components. This opportunity for 'teaching' on the part of the Pre-service Teacher will confirm their understanding of their own responsibilities.

All Pre-service Teachers must understand the significance of the Professional Experience for the completion of their program requirements and their responsibility to observe all the required policies and relationship formalities in and during their placements.

Alphacrucis College seeks to develop the partnership with participating schools in order to develop the professional standards of the graduate teacher's knowledge, practice and commitment. These elements are incorporated as evaluative criteria in the Professional Experience reports, so that the Mentor Teacher(s), the College and the Pre-service Teacher can respectively be seen to be working towards their attainment.

There are normally four people involved in your Professional Experience Program:

1. AC Liaison Officer
2. School Supervisor;
3. Mentor Teacher(s); and
4. Tertiary Supervisor.

Whilst all parties will seek to work together to ensure the teaching experience for the Pre-service Teacher will have a positive outcome, it will be the responsibility of the Tertiary Supervisor to assign the **Final Grades** for Professional Experiences, which will include the Observation Journal and the Professional ePortfolio (See Appendix U).

It is understood that *the Professional Experience Program* has the potential to generate anxiety on the part of the Pre-service Teacher. It is the student's responsibility to seek ways to minimize their anxiety by:

1. Ensuring their familiarity with all the requirements of the Professional Experience from the school and the College's perspectives.
2. Ensuring clear effective, productive communication between them and their Mentor Teacher(s).
3. Ensuring they have adequate domestic support for the full duration of their Professional Experience so that they can arrive on time and not have to leave early.
4. Ensuring that they ask questions to the relevant person about small issues before they become big ones.

Building a Culture of Positive Feedback for the Pre-service Teacher

Formal and informal feedback to the student regarding their performance contributes enormously to the development of the teacher. The final evaluations by the school and Alphacrucis College are built on many conversations and regular observation albeit of necessity subjective in nature. However, reflecting upon this rich experience is in itself a vital part of the student's development. Becoming a Reflective Practitioner is an important part of enculturation into the teaching profession.

National Literacy and Numeracy Test - Procedures

[National Literacy and Numeracy Test - information for AC Education pre-service teachers](#)

The Australian Government has introduced a **National Literacy and Numeracy Test (NLNT)** (previously called the **Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)**) from 2016. A pass in this test is a graduation requirement for all pre-service teachers in order to gain Provisional Accreditation through BOSTES; however, from **Semester 2 2016** we require all Initial Teacher Education students to sit and pass the NLNT prior to final placement (*EXP312 Professional Experience 4*), results from a passed NLNT being posted on the relevant Moodle site prior to starting final placement. (See Appendix W).

Professional Experience Components

For each Professional Experience Placement, **EXP211, 212, 311 and 312**, there is a separate enrolment, in addition the Pre-service Teacher is required to arrange ten days of **Observational Visits (OV)**; these are required but not assessed.

These tables highlight the typical Professional Experience structure but student must agree their personalised structure with their Mentor Teacher(s) in each setting before commencing their Professional Experience. All forms for submission are to be uploaded to Moodle including the student's link to their Professional ePortfolios (PeP) url at the completion of EXP312.

Observational Visits (OV)	
10 days, typically two days in five institutions	
	Each student should select as wide a variety of educational settings as practical and, armed with their AC letter of introduction, offer volunteer work.
	An Observation Journal (OJ) should be kept for each visit, titled, dated and paginated so that this primary data may be quoted in assignments across all subjects.
Submit	Observation Journal (OJ) minimum 1x per setting; Observational Visits (OV) Record of Attendance (V) before the final grade for EXP312

EXP211 Professional Experience 1 (Initial)	
10 days in one school	
Week 1 or Days 1 - 5	
Day 1	Orientation, observation & discussions with Mentor Teacher(s); Observation
Day 2	Some teaching; in class group work interaction with pupils; begin Observation Journal; develop plans with your Mentor Teacher(s) for your teaching experience.
Days 3, 4 & 5	Class teaching of single lessons, either whole class or small groups Lesson Self Evaluation Forms (H); Observation Journal (OJ)
Week 2 or Days 6 - 10	
Days 1- 5	Observation (including other teachers in the school); completion of 4 hours interaction with students - engaging in small group discussion and/or instruction; and 5 hours' whole class teaching. Demonstrate positive rewards and behaviour management strategies. Lesson Self Evaluation Forms (H); Observation Journal (OJ); Initial Professional Experience Record of Attendance (K); Interim Review (J)
Submit	Self-Evaluation (H) x2; Observation Journal (OJ) x2; Interim Review (J) x 1; Initial PE Record of Attendance (K)

EXP212 Professional Experience 2 (Minor)	
20 days in different school to EXP211	
Week 1	Orientation and observation on Day 1; Some teaching and planning with Mentor Teacher(s); 3 hours whole class teaching (1-2 lessons per day); observation (including other teachers in the school); classroom assistance.
Week 2	8 hours whole class teaching (2-3 lessons per day). Demonstrate positive rewards and behaviour management strategies, especially for children with challenging behaviours. Lesson Evaluation by Mentor(s) or Tertiary Supervisor Form (IA) Observation Journal (OJ)

	Interim Review (J).
Week 3	10 hours full class teaching (3-4 lessons per day). Demonstrate group management skills include ICT in teaching.
Week 4	12 hours' full class teaching (3-4 lessons per day). Demonstrate assessment and evaluation strategies including oral and written feedback to students, use ICT in reporting. Lesson Evaluation by Mentor(s) or Tertiary Supervisor Form (IA) Observation Journal (OJ) Minor Professional Experience Record of Attendance (M) Minor Professional Experience Grades Profile (N) Minor Professional Experience Final Report (L).
Submit	Mentor(s)Evaluation (IA) x5; Observation Journal (OJ) x4; Interim Review (J) x1; Tertiary Evaluation (IA) x1; Minor PE Report (L) x1; Minor PE Graded Profile (N) x1; Minor PE Record of Attendance (M)

EXP311 Professional Experience 3 (Minor)	
20 days in different school to EXP212	
Week 1	Orientation and observation on Day 1; Some teaching and planning with Mentor Teacher(s); 6 hours whole class teaching (2-3 lessons per day); observation (including other teachers in the school); classroom assistance.
Week 2	12 hours whole class teaching (2-3 lessons per day). Demonstrate positive rewards and behaviour management strategies, especially for children with challenging behaviours. Lesson Evaluation by Mentor(s) or Tertiary Supervisor Form (IA) Observation Journal (OJ) Interim Review (J).
Week 3	15 hours full class teaching (3-4 lessons per day). Demonstrate group management skills include ICT in teaching.
Week 4	18 hours' full class teaching (4-5 lessons per day). Demonstrate assessment and evaluation strategies including oral and written feedback to students, use ICT in reporting. Lesson Evaluation by Mentor(s) or Tertiary Supervisor Form (IA) Observation Journal (OJ) Minor Professional Experience Record of Attendance (M) Minor Professional Experience Grades Profile (N) Minor Professional Experience Final Report (L).
Submit	Mentor(s)Evaluation (IA) x5; Observation Journal (OJ) x4; Interim Review (J) x1; Tertiary Evaluation (IA) x1; Minor PE Report (L) x1; Minor PE Graded Profile (N) x1; Minor PE Record of Attendance (M)

EXP312 Professional Experience 4 (Major)	
20 days must be a different school to EXP311	
National Literacy and Numeracy Test (NLNT) required prior to this PE (see App. W)	
Week 1	Orientation on Day 1; planning with Mentor Teacher(s); 10 hours full class teaching (2-3 lessons per day); observation (including other teachers in the school). Study requirements for fulfilling AITSL Standards Elements.
Week 2	15 hours full class teaching adding some extracurricular involvement. Lesson Evaluation by Mentor(s) or Tertiary Supervisor Forms (IB) Interim Review (J).
Week 3	20 hours full class teaching (4-5 lessons per day). Demonstrate group management skills include ICT in teaching. Ensure record keeping and evaluation of student work, use of a variety of strategies for assessment, consultation of school record keeping and National Reporting information (privacy respected).
Week 4	25 hours full class teaching (about 6 lessons per day). Ensure variety of teaching strategies exhibited e.g. demonstration, discussion, guided discovery/inquiry, creating, developing critical thinking, explanation, questioning, experimenting, pupil research, excursions, narration/storytelling, cooperative learning, problem solving, pupils using ICT mediated learning and ICT for teacher demonstration. During this placement Pre-service Teachers are expected to take every opportunity to engage in the full life of the school including student after school sport, playground supervision, Stage/Grade and staff meetings, Parent-Teacher Interviews (where appropriate), activities and special events (as required). Lesson Evaluation by Mentor(s) or Tertiary Supervisor Forms (IB) Professional ePortfolio (PeP) Major Professional Experience Record of Attendance (P) Major Professional Experience Final Teaching Report (O)
Submit	Mentor(s) Evaluation (IB) x5; Interim Review (J) x1; Tertiary Evaluation (IB) x1; Major PE Final Report (O) x1; Professional ePortfolio (PeP) x1; Major PE Record of Attendance (P)

Note: Pre-service Teachers are required to complete 100% of the total 80 days. Any days missed through unavoidable illness must be made up on dates negotiated between the Mentor and the Pre-Service Teacher. Records of Attendance are not to be submitted until these make up days are completed and marked on the relevant Record of Attendance.

Modes of Delivery of the Professional Experience Program

The Pre-service Teacher's success in their Professional Experience (PE) depends not only on their natural gifts and calling as a teacher but also on effective preparation and careful attention to detail both before and throughout each of the four components of the program.

The Professional Experience program is where the Pre-service Teacher tries out all the theoretical ideas and concepts gained in their studies in the other subjects but in a safe and real environment under the supervision of their Mentor(s) and their Tertiary Supervisor.

There is flexibility in the modes of delivery of some components of the program to cater for individual difference and student's circumstances. These include:

Online Modules (OM)

- a. Classroom Management: comparison of a variety of theories with biblical approaches; teacher-student relationships; anger management, anti-bullying strategies, child protection training (Association of Independent Schools, NSW) (See *EDU101, Foundations in Christian Learning and Teaching*) and knowledge of current legislation, peer mediation; strategies to support inclusive participation and engagement in classroom activities; classroom organisation, desk layout and physical environment.
- b. Administration: the Pre-service Teacher (PST) learns the use of curriculum, assessment and reporting knowledge to design learning sequences and lessons plans; planning, programming, documentation, templates and record keeping, school policies and procedures; getting organised; extra curricula involvement; excursions and incursions.

Observational Visits (OV)

It is the student's responsibility to arrange for these visits to be completed at any points during their candidature that works for them and the schools they visit. There is an introductory letter on the *Post Graduate Student page – Bachelor of Education (Primary)* that you can take to prospective schools. Students are encouraged to manage these dates to coincide with the demands of various assignments for their academic studies so that they can collect primary data by observation.

Initial (EXP211) and both Minors (EXP212 & 311) Professional Experience

These components can be taken in 10 day and 20 day continuous blocks or 1 day or 2 days per week respectively within one school term. This approach permits managing other commitments of work or home duties as well as permitting a much longer time for skill and aptitude development. The Major (EXP312) must however be taken as a 20 day block to test the Pre-Service Teacher's stamina and thus their suitability for full time employment.

Fast Tracking

Traditionally the *four* school placements will be taken in consecutive semesters for full time students, usually starting at the beginning of their candidature. However students wishing to graduate in less than four years may elect to take two components in one year, either EXP211 and EXP212 can be taken in the one year or EXP311 and EXP312 can be taken in the same year in consecutive semesters. These arrangements must be made with the agreement of their Tertiary Supervisor who will advise if this strategy is thought likely to be successful.

Observational Visits (OV) – Ten days

Professional Experience is at the heart of the Pre-service Teacher's training as a professional teacher, however the students' engagement in a range of educational settings simply to support and observe without the pressure to have to teach is a most mind and heart broadening experience. Make the most of every opportunity, every class and every school you see. You can learn from every setting even if you decide that it's not the right environment for you.

The OV program runs throughout your whole candidature. These are opportunities for you to develop your powers of observation and critical thinking skills. It is advisable to arrange at least two OVs (four days) before you start your first Professional Experience (EXP211). You will naturally compare what you see with your own schools days.

In arranging your OVs look around your local community:

- a. Your own children's school
- b. Your own school if you still live in the same community
- c. A school you would not normally consider e.g. Steiner Schools, Montessori Schools, Aboriginal and Torres Strait Islander Schools, Special Schools.

See if you can get permission to observe a range of classes. Simply sit as inconspicuously as you can at the back of a few classes, their assemblies and sporting events.

Naturally you will be observing everything, from the socio-economic background of the institution, school decor to student engagement. Try to focus your attention on the role of the teacher. Watch them intently. Note what they do and how they do it and seek to work out possible reasons why.

Make *notes* in your setting, taking care not to be too obtrusive, in your **Observation Journal (OJ)**; which may be either digital or analogue. In the evenings go back to your OJ and *reflect* on your experiences. You are required to post at least one OJ for each OV.

It would be easy to ask staff questions about their roles but try to resist the temptation; instead develop your powers of observation. Here are some suggested focus questions for your OVs:

- a. How would you articulate the teacher's philosophy of education?
- b. What student activities generate greatest engagement?
- c. How would you describe the school ethos or culture?

Naturally engage the staff in conversation as appropriate but above all do not be a burden. Volunteer acts of service if you have opportunity. It would be good for you and our College for them to remember us for being a blessing!

Professional Experience Study

The Pre-service Teacher should study this manual thoroughly. Under EXP211, 212, 311, 312 you should ensure that your appointed Mentor Teacher(s) has received their copy and that they have clearly understood their role.

In addition you should work through the **Prescribed Readings** on the relevant Moodle page. These have been designed for you to build a strong understanding of the context for your Professional Experience and to provoke your contributions to the **PE Discussion Forum**. This *non-assessed forum* is an integral part of the PE program; it encourages you to engage with others at various stages along the journey.

The Pre-service Teacher is encouraged to make their contribution inspirational for others and to include questions that others may be interested and equipped to respond to. However, you may also raise challenges you are facing in your Professional Experience as it is more than likely that you will not be alone and others may have some useful advice for you.

Christian Education Professional Development Days

Each semester there will be one day, programmed for the school holidays, set aside for Professional Development. *It is compulsory* for all those enrolled in EXP to come and meet with other pre-service teachers and serving teachers who register or to register as an online participant.

These days are designed for school teachers, tertiary teacher trainers and Pre-service Teachers to meet, network and grow together in the craft and understanding of Christian Education. They are opportunities for reflection on the practice of teaching and to receive encouragement and inspiration.

These events are always video recorded and made available on request to others not able to attend in person.

Initial Contact with your Placement Schools

Alphacrucis College is ultimately responsible for securing each Pre-service Teacher's placement though we seek where possible to take up your school nominations. Once the placement is secured you will be advised by your Tertiary Supervisor to complete the arrangements for your selected responsibilities and agreed dates. Your initial contact should include:

1. Telephone and or email your Mentor Teacher(s) or School Supervisor and arrange for a preliminary visit perhaps a week before your Professional Experience begins.
2. Spend some time with your Mentor Teacher(s) regarding such items as:
 - a. your possible teaching KLA's or themes
 - b. school layout, specialist rooms and facilities, ICT usage
 - c. daily timetable arrangements
 - d. school curriculum and programming
 - e. term calendar
 - f. extra-curricular or special programs
 - g. school policy statements and routines
 - h. resource borrowing, photocopying and printing
 - i. behavioural management processes
 - j. school community and student backgrounds
 - k. dress rules for students and dress codes for staff
 - l. school assistants
 - m. office space and staffroom matters
3. You may need to arrange another visit before the Professional Experience begins, particularly to arrange with your Mentor Teacher(s) your observation and teaching timetable and Professional Experience related dates.
4. Read as much as you can about the school before your official Professional Experience starts.

Professional Experience Placement First Day

Plan to give yourself a good time buffer, especially at the start, as completing routine tasks will take you much longer to complete in unfamiliar settings.

Be conscious of your new and unfamiliar role in the school as a professional colleague to the other staff. Dress conservatively and be fully aware of any particular dress code requirements. Above all be a meticulous observer of the educational environment.

- a. Arrive at your school early, sign in and report to your Mentor Teacher(s).
- b. Your first day will entail familiarisation; orientation and some observation (see Observation Journal (OJ)).
- c. With your Mentor Teacher(s) discuss your teaching/observation load and the use of preparation space. Agree with him/her the lesson planning format you will use, the Alphacrucis College model (Appendix G) or the school's or a combination.
- d. Ensure that your Mentor Teacher(s) knows your interests and strengths so that you can be connected with other school programs and activities for observation or participation.
- e. Find out about refreshment arrangements.
- f. Connect also with several other teachers who you think can also give you support.
- g. Be aware of the restrictions of this new routine, and also allow yourself time to settle in.
- h. Organise your stationery needs and begin your Observation Journal (OJ).

Be aware and grateful for the feedback and evaluation that your Mentor Teacher(s) will provide to you, and how you will need to address your Mentor Teacher(s)'s remarks afterwards (Appendix L). With your Mentor Teacher(s), decide on a lesson plan format (Appendix G). Before your assigned teaching sessions, show your Mentor Teacher(s) your formal lesson plan so that there are no surprises for them.

To familiarise yourself with the school, read appropriate documents and converse with your Mentor Teacher(s) and other teachers. Talk informally to students, colleagues and support personnel. If in any doubt, ask! Become the question asking student.

As you progress from the Initial through the two Minors and Major Professional Experience periods, continue to make observations in your Observation Journal on all aspects of knowledge, practice and commitment listed under the assessment criteria. Ensure that you understand what each of the elements implies.

During your Professional Experience experiences, *plan for* and *demonstrate* a variety of teaching strategies such as direct instruction, collaborative learning, problem-solving, conferencing, curriculum integration, questioning, individual and group work, resource-based learning, electronic white board schemes and communication technologies, and use of information in record keeping and results.

At the half way point in each Professional Experience you will note that various reports and evaluations fall due. Ensure that you have the technology to scan these and upload them on Moodle. This is the student's responsibility not the Mentor Teacher(s) though they need to complete some of the forms for you.

In the last week of each Professional Experience, you should finalise your contribution to the classroom and the school. Arrange for presentation/display of students' work; complete assessment records, handing them over to the class teacher(s); return all materials borrowed from the school; and pay any expenses which are owed to the school.

During your Professional Experience, the Mentor Teacher(s) will provide several reports on your progress. An **Interim Review** (Appendix J) will be provided at the end of your two-week Initial Professional Experience and half-way through your Minors and Major Professional Experience. This Interim Review calls attention to any difficulties and will encourage continued conversation with your Mentor Teacher(s).

The **Minor Professional Experience Final Reports** (Appendix L) presents a final grading that summarizes the report provided by the **Minor Professional Experience Graded Profiles** (Appendix N). The **Major Professional Experience Final Report** (Appendix O) entails a series of written detailed comments on the same elements of your performance.

Observations in your Observation Journal (OJ) (No word limit)

You will be expected to keep your Observation Journal as you progress through the Bachelor of Education (Primary) Program (Appendix A). You are required to make posts from your OJ at key points throughout your PE. In order to ensure coverage of each of the key elements in teaching, the following progression is recommended.

During each of your Observational Visits (OV) and your Professional Experience (PE), formally enter observations (you may choose to select one specific aspect of these five elements) in your Observation Journal (use the format provided in Appendix F).

While there is no word count, typically your OJ for each of PE will be approximately 5 to 10 pages. Remember to number pages and date entries.

In class – direct observation of other teachers:

1. Lesson content and teaching

- a. use of resources and ICT
- b. lesson structure
- c. use of programming and planning

2. Student learning

- a. acknowledgement of the range of student abilities
- b. Catering for a variety of learning styles
- c. Catering for CALD students
- d. Writing up IEP's

3. Assessment and evaluation

- a. aims and intended outcomes for the lesson
- b. student engagement
- c. strategies to assess and document achievement and progress

4. Communication

- a. Teacher directions and communication of lesson aims
- b. Teacher's voice and presence
- c. Questioning techniques and listening to students
- d. Classroom discussion and group work
- e. Written Board work, worksheets, and ICT

5. Learning environment

- a. Rapport and a safe, positive and supportive atmosphere
- b. Behaviour management and tone
- c. Classroom use of space and display

In your Observation Journal (OJ), address these other two elements of Professional Involvement and Community Contact as part of your general observations around the school.

6. Professional involvement

- a. Availability of staff development opportunities
- b. Usefulness of teaching materials
- c. Faculty and staff meetings
- d. Own acceptance of feedback from colleagues
- e. Classroom research
- f. Collaborative teamwork
- g. Supervision and duty expectations
- h. Extracurricular activities
- i. Connections with own tertiary studies

7. Community contact

- a. Communication with parents and caregivers
- b. School reporting processes
- c. Involvement of parents in the school
- d. Roles and relationships within the school organisation
- e. Teacher responsibilities and student rights

Professional ePortfolio (PeP) (No word limit)

Pre-service Teachers are also expected to collect data in preparation for the compilation of their PeP which is a requirement of qualified teachers with the Board of Studies, Teaching and Educational Standards (BOSTES). It is intended to showcase the teacher's attributes, teaching skills and evidence of best practice. In addition its focus on the Australian Professional Standards for Teachers encourages the PST to be continually reviewing their own performance and identifying professional learning needs. The students' PeP will be valuable in future job applications, as an initial resource for teaching and as a record for future professional development experience.

Content may include artefacts such as: resource materials, lesson ideas, assessment samples, room layout, ICT resources and useful websites and samples of policies and procedures as well as feedback and accolades, critical incidents, certificates of participation in professional development and relevant extra curricula experiences. For further suggestions see the last part of Appendix A.

Normally your PeP is prepared as a web based collection of folders, links and resources. Naturally this is not submitted like a normal assignment but your url is uploaded for assessment.

Making the most of your Professional Experience Reports

Your **Major Professional Experience Final Teaching Report** (Appendix O) can be crucial to your chances of employment. This report is completed by your Mentor Teacher(s) online but does not become official until validated by Alphacrucis College.

Your **Minor Professional Experience Final Reports** (Appendix L) and your **Minor Professional Experience Graded Profiles** (Appendix N) can also provide some evidence of competence in areas not covered by your Major Professional Experience Final Report, so do not leave your best work until the end, make every effort to do your best throughout your PE!

At the outset, ensure that the School Supervisor or Mentor Teacher(s) understands your strengths and interests so that you can be placed in a position to make use of them if possible. When discussing your Interim and Final Report with your Mentor Teacher(s), ensure that all your experience both in the classroom and in the school as a whole is taken into account. During your Professional Experience, keep a record of all your experiences in your Observation Journal.

Adding your own comments to the Major PE Final Teaching Report

Your Mentor Teacher(s) or School Supervisor will confer with you when the report is being written. If other members of staff can provide input, gather their comments, if appropriate, and pass them on to your Mentor Teacher(s). From your Observation Journal you can point out evidence of additional experiences. You should have thoroughly familiarised yourself with the criteria that schools use to evaluate your performance (see the various report forms in the Appendices e.g. J, L, N, O).

You will be asked to read a draft of the Report. Although you should have conferred sufficiently with your Mentor Teacher(s) to have ensured that all relevant information has been considered, if you still feel there are omissions or gaps that you would like considered you should make this clear in your comment on the report. Hand this in to the school office for inclusion on the official copy. All signatures, including your own, will be required on the Reports which will then be sent to the College, including the online Major Professional Experience Final Report. Your Tertiary Supervisor may discuss the document with you later.

The following are suggestions for your comments, no need to repeat what your Mentor has said but you are free to add to or clarifying points:

- special assistance you have volunteered
- areas of strength, or specialisation which you developed or applied
- aspects of teaching which you feel are particularly important to you
- how the final Professional Experience has extended your range of experience
- your understanding of the complexity of the teacher's role, including extra-curricular commitments
- particular kinds of programs, students or schools with which you wish to continue working
- the major achievements of the teaching experience period
- specific aspects of performance requiring attention both before and during the next teaching experience block
- reference to future commitment to a professional teaching career

Your writing should be structured coherently, professional in expression and in its use of language, error free, and written in an appropriate and positive tone.

If you experienced difficulties and these are reflected in the report, be honest about them, but couch them in terms of being a positive learning experience for you. Write about how you might 'do it differently' in your first appointment.

Do not use your comments box to write your 'thank-yous' to your Mentor Teacher(s) and your Supervising Teacher! However, you can talk about the support and positive learning environment which was provided insofar as these contributed to your success.

Collecting your reports

Once the Professional Experience Office has received your report(s), it is checked to ensure that it is complete. It is then photocopied, and each page of the report is stamped 'certified copy' and signed.

After your Major Professional Experience, certified copies of both reports are put in an envelope, and you sign for them when you collect them. The originals are then kept in the College records.

You should only submit photocopies of your report(s) to prospective employers. Ensure that you keep the original certified copies.

Other Considerations

Absence

All Pre-service Teacher's absences requires you to negotiate with your Mentor Teacher(s) to complete additional teaching days. If the Pre-service Teacher does not complete their required Professional Experience teaching days, their grade will be withheld for the Professional Experience teaching experience until such time that it has been completed. The Tertiary Supervisor should be informed of this situation (Appendix S - Alternative Arrangements for Completion of Professional Experience Form).

Applications for Recognition of Prior learning (RPL)

Pre-service Teachers who have had prior school classroom teaching experience may apply for Recognition of Prior learning (RPL) against some of the PE subjects. The application must be accompanied by a statement giving full details of their teaching experience, including dates, names and contact details of school(s), and names of principals and mentor teacher(s).

Child Protection

In accordance with mandated Child Protection regulations, Pre-service Teachers advised of abuse in any form (sexual, physical and emotional) must inform the school Principal immediately. The matter should not be discussed with any other persons. Other forms of harassment or discrimination should also be reported.

Code of Conduct

In accordance with the ethos of Alphacrucis College, Pre-service Teachers are expected to be affirming in their interactions with school students at all times.

Critical Incident

In the event that you are involved in an accident that causes an injury/condition/disease during your Professional Experience, you are to notify the Professional Experience Office and complete the Critical Incident Form (Appendix T).

Dress and Personal Presentation

Pre-service Teachers have a responsibility to affirm the professionalism of the school and the College they represent. Clothing must be neat, clean and appropriately modest. Pre-service Teachers are expected to follow the advice of principals and to adhere to the professional standards evident in the school.

Duty of Care

While Pre-service Teachers must exercise due care with students, the responsibility for the class rests with the Mentor Teacher(s) or an assigned member of staff. Pre-service Teachers are not permitted to be left alone with a class.

Ethics

Pre-service Teachers should adopt ethical behaviours in relation to their interactions with school students, teachers, parents and community members. These include being aware of child protection and discipline policies in the school, not repeating information provided in confidence which could embarrass or harm others in the school. Their behaviour should enhance the professional standing of themselves, their colleagues and the College.

Pre-service Teachers must not seek to access personal information about pupils. Where they are involved in IEP's or students with Special Needs or working with students with challenging behaviours, they may be given access to personal information about the pupil. The Pre-service Teacher is to be very sensitive in discussions about school students, and must treat all information as completely confidential.

First Aid

Please note that employers in NSW require that all teachers hold a current First Aid Certificate. Courses are available from St. John's Ambulance or through the Australian Red Cross.

Hours of Work on Professional Experience

Punctuality is essential. Schools will require Pre-service Teachers to sign in and out each day. Normally, Pre-service Teachers will be on duty at least 30 minutes prior to the commencement of school and are expected to be on site for the entire day. Attendance at staff meetings and other related professional activities conducted during the Professional Experience period is expected. Pre-service Teachers will normally attend their schools on a full-time basis during the teaching experience blocks, during the hours normally expected of permanent staff. Pre-service Teachers need to ascertain the appropriate time commitment necessary to complete their observation and participation tasks. Teachers, for example may have a **minimum** commitment of 8.30 a.m. to 4.00 p.m. In special circumstances, there may be a variation to the times that a Pre-service Teacher attends a school placement. Any variation to the above must be negotiated both with the School Supervisor and with the College and **must be approved in writing**.

Incomplete Attendance

In the event that you are unable to complete the required number of days, alternative arrangements must be sought. Complete the "Alternative Arrangements for Completion of Professional Experience Teaching Form" (see Appendix S).

Lesson Plans

Pre-service Teachers are required to plan appropriately for each lesson they teach, and to provide written evidence of that planning. A **Lesson Plan** (Appendix G) should include sufficient information to ensure that teaching is effective and the needs of individual school students receive due consideration. These plans must be presented in written form, to the Mentor Teacher(s) **before** the lesson is taught. Pre-service Teachers are expected to keep copies of all lesson plans for later reflection and discussion with their Tertiary Supervisor.

Leave

Pre-service Teachers are expected to follow the same processes as permanent teachers. If sickness or serious situation prevents attendance, Pre-service Teachers are required to:

- Inform the School Principal, or delegate, before the school day begins
- Complete an official leave form when they return to school. (Notification of Absence from Professional Experience Teaching Form - Appendix R)

Links between the School and the Alpacrucis College

The relationship between the Pre-service Teacher, Mentor Teacher(s), the School and the Tertiary Supervisor during the Professional Experience is one of cooperation, negotiation and open communication.

The links between field and campus-based activities are of primary concern in any Professional Experience. The articulation of theory and practice should be actively encouraged by all participants.

Mandatory Notification Training

Teachers and other groups of people who work with children are obliged by law to notify relevant authorities if they suspect that a young person has been abused or neglected. Alphacrucis College Pre-service Teachers are required to undertake training in mandatory notification and produce a certificate before beginning their first Professional Experience. **This will be conducted within the intensive for EDU101 Foundations of Christian Teaching and Learning.**

Medication

Pre-service Teachers must not administer medications to school students in any circumstances.

Mobile Telephones

Pre-service Teachers with mobile phones should switch them off while they are at the school.

Occupational Health and Safety

Pre-service Teachers should be informed of relevant Occupational Health and Safety policy and procedures operational at the school to which they are appointed for their Professional Experience.

Placement Forms (Appendix C)

Pre-service Teacher needs to submit their completed Placement Form (C) by the enrolment deadline for the relevant Semester. Early submission of this form facilitates efficient placement negotiations by the Tertiary Supervisor.

The Tertiary Supervisor negotiates with the school(s) on behalf of the Pre-service Teachers. An email of confirmation will be sent to the Pre-service Teacher when their placement has been finalised. Upon receipt of this email the Pre-service Teacher is then responsible for negotiating the precise dates of their placement with their appointed Mentor Teacher(s).

Playground Duty

The Pre-service Teacher is expected to fulfil duties as allocated by the school, but should not be given sole responsibility for students or at any time left alone with students.

Refreshments

If Pre-service Teachers partake of staffroom refreshments, they should offer to make an appropriate contribution to meet associated costs. Most schools have arrangements in place for the purchase of tea, coffee, milk, biscuits etc. Pre-service Teachers have a responsibility to check these arrangements and contribute accordingly.

School Excursions in the Professional Experience

In cases where Pre-service Teachers attend school excursions as part of the Professional Experience, the excursion day (or days) will count as part of the Professional Experience.

Smoking

All schools are Drug-Free Zones. Smoking of any substance by any personnel is prohibited on school grounds or premises. Evidence of a Pre-service Teacher's involvement with drugs during the Schools Experience program will require instant withdrawal from that school and an 'Unsatisfactory' grade recorded against that Professional Experience.

Strike

The Pre-service Teacher is under no circumstances to be left alone to supervise a class whilst their Mentor Teacher(s) or any other staff member is involved in Industrial Action. If the Pre-Service Teacher arrives at their placement school to discover that their Mentor Teacher(s) will not be in school that day, they are to immediately report to the executive staff for further instructions.

Student Management

Mentor Teacher(s) will ensure that Pre-service Teachers are familiar with specific behaviour management strategies for school students with challenging behaviours, as well as general behaviour management strategies employed within the classroom. They should be familiar with crisis management plans, should know the procedures for summoning assistance in an emergency and should seek assistance as a priority in emergency situations.

Unsatisfactory Performance

Prior to or during your Professional Experiences, you may find that you are unable to satisfactorily complete the requirements of the subject. This may be due to personal issues affecting your performance or an inability to achieve a satisfactory level of competence due to gaps in your understanding or experience. AC has established procedures for identifying the issues and supporting you in EXP211, 212, 311 and 312. There are three stages within this procedure:

Stage 1. Unsatisfactory Performance Identification

Stage 2. Remediation and Student Support

Stage 3. Unsatisfactory Performance in EXP312 (Major)

The central objective of these procedures is to seek to help you return to your normal progress as soon as possible, either from Stage 1 or 2. It is our desire to effectively support you so that you do not reach Stage 3. However, if you do, and your EXP312 (Major) is unsatisfactory we will still counsel you as to your best response to this situation.

Stage 1. Unsatisfactory Performance Identification

During any of the three professional placements please be alert to all the feedback you receive from your Mentor Teacher(s), both formal and informal. You may be able to identify areas of your performance that are not satisfactory or that you feel least confident about. In the first instance talk with your Mentor about these areas and or talk with any of your lecturers or your Tertiary Supervisor. Seek out additional resources and or training to build up your competence. You may request additional days on your placement to give your sufficient time to assimilate the additional training or feedback.

Your Mentor Teacher(s) may notice some aspects of your performance that they are not confident you are going to master by the end of the placement. These issues may be brought to light on the standard lesson evaluation forms or on the interim report. There may be blind spots in your performance that you cannot see and the objective perspective of the Mentor may be just what you need; take their perspective very seriously and seek to address issues while they are small and as early on as possible.

You may not agree with your Mentor's assessment, in which case contact your Tertiary Supervisor as early as possible and request an early visit where they can assess you and talk through the issue(s) with your Mentor, face to face on the basis of the two perspectives. Normally this resolves the situation and the placement continues successfully. However, on some occasions this may not be possible and the student moves into Stage 2.

Stage 2. Remediation and Student Support

This stage is characterised by either the Mentor Teacher(s) or the Tertiary Supervisor or both identifying that you are 'at risk of failing a Professional Experience (EXP211 (Initial), EXP212 & EXP311 (Minors) or

EXP312 (Major)'. If you have reached Stage 2 you will be informed in writing by the Tertiary Supervisor who will convene a **Committee of Assessment** comprising of the **Pre-service Teacher, Mentor Teacher(s), School Supervisor and Tertiary Supervisor**. They will meet and discuss the problems and establish specific support structures to facilitate a satisfactory conclusion to the Professional Experience in question. The reasons for being identified as a student at risk of failing your Professional Experience are extremely varied but typically could be insufficient knowledge of the appropriate curriculum for the stage of the students; ineffective classroom management skills; inadequate lesson planning or poor modelling of written or verbal English.

Strategies for remediation are discussed by the **Committee of Assessment** that typically include:

- a. Continuing your placement but closely supporting the areas that have been identified at risk.
- b. Pausing your placement for a few days to a week or so to give you time to study or gain sufficient extra experience before being assessed again.
- c. Withdrawing from your current placement so that you do not incur a fail. You are then permitted to re-enrol at a later time in your course when you have completed any prescribed additional study modules or courses.

Stage 3. Unsatisfactory Performance in EXP312 (Major)

No Pre-service Teacher will receive an Unsatisfactory Professional Experience report without the support of a Committee of Assessment.

It is possible to continue your enrolment in the program despite a fail in EXP211 (Initial) or EXP212 or 211 (Minors) as long as you reach a pass in EXP312 (Major). However, if you fail EXP312 (Major), it is not possible to pass the program overall. In this situation the **Committee of Assessment** will permit you to re-enrol in EXP312 (Major) at a later date on the conditions they prescribe for you to remedy any area of unsatisfactory performance. Then at the successful completion of EXP312 (Major) the satisfactory mark is taken and replaces your fail mark from your first attempt.

It is only normally possible to re-enrol once in ECP211, 212, 311 or 312 to gain a satisfactory mark. Without a satisfactory mark in EXP312 it is not possible to achieve a pass grade in your Bachelor of Education (Primary).

In the unlikely and unfortunate situation that you are graded unsatisfactory in EXP312 the **Committee of Assessment** will keep in close contact with you in person and in writing seeking every way possible to bring your Bachelor of Education (Primary) to a satisfactory conclusion.

Use of School Resources

Pre-service Teachers are expected to take great care with the use of equipment and materials that are the property of the school. They must seek permission to use school resources such as photocopiers, stationery, printers, telephone, internet etc. The use of such resources must directly relate to the Pre-service Teacher's work in the school.

Withdrawal

You may withdraw without **academic penalty** (WN) at any time up to the relevant census dates. . If you withdraw after that time, a grade of WF (Withdraw Fail) will be recorded on your academic transcript and you will incur the FEE help charge. If you decide to withdraw, you must immediately contact your Tertiary Supervisor.

Provision has been made to terminate placements if it is found by the Tertiary Supervisor that a Pre-service Teacher is very unlikely to meet the required level of competence, that pupils' learning is being severely

compromised, or is at risk, or that the Pre-service Teacher has breached legal, ethical or professional codes of conduct. If necessary, Pre-service Teachers may wish to access the Grievance Procedure as outlined in the Alphacrucis College Policy and Procedures Manual. The College's decision in these matters is never easy and requires that a thorough investigation be made beforehand.

Should any health and personal issue arise, requiring change of placement or schedule, relevant medical evidence needs to be obtained provided to the Tertiary Supervisor.

Working With Children and Prohibited Employment Declaration

All Pre-service Teachers are made aware of the Child Protection (Working with Children) Act 2012 and the Child Protection (Working with Children) Regulation 2013. Those enrolled prior to June 2013 have previously completed all necessary documentation, and are considered to be covered as 'volunteers' in Education through the phase in of the policy until 2017.

New students enrolling in 2016 are required to complete the [new Working with Children Check online](#) and such clearance must be obtained prior to attending Professional Experience.

The Mentor Teacher(s) (MT)

The central role of the Mentor Teacher(s) is to assist the professional development of Pre-service Teacher during the Professional Experience period. They perform a supportive role ideally developing a close professional and collegial relationship. As experienced teachers, they stand in for Alphacrucis College in giving the Pre-service Teacher the maximum opportunity to experience first-hand the requirements for meeting the BOSTES requirements and preparing them for the variety of contexts they will be likely to encounter in later employment.

To this end Mentor Teacher(s) should thoroughly acquaint themselves with the requirements of the [Australian Professional Teacher Standards \(APTS\)](#) and try to arrange for the Pre-service Teacher to experience a wide range of opportunities to develop these competencies within the school environment. They should also be aware of any College assignments the Pre-service Teacher needs to complete (Appendix U) and the Observational Journal for EXP211, 212 and 311. Because the Pre-service Teacher will be mainly observing the Mentor Teacher(s)'s classes, it is important that a variety of teaching methods are demonstrated.

The Mentor Teacher(s) should:

1. Supervise the Pre-service Teacher's contact with children
2. Discuss and negotiate teaching allocation with the Pre-service Teacher
3. Provide appropriate background information on classes and individual children
4. Supervise the Pre-service Teacher's marking of children's work
5. Share resources where possible
6. Oversee the Pre-service Teacher obligations outlined in this handbook
7. Establish regular discussions to evaluate the Pre-service Teacher's performance
8. Assist the Pre-service Teacher with planning lessons, gathering resources and in the selection of appropriate teaching strategies for the work and the context
9. Discuss the Pre-service Teacher's strengths and interests for extracurricular involvement
10. Demonstrate a variety of teaching approaches
11. Encourage the Pre-service Teacher to critically reflect on their own performance
12. Provide written feedback for most lessons taught by the Pre-service Teacher, on the feedback form provided (Appendix I). Feedback, which is regular, focused and constructive, is most effective in

enabling Pre-service Teachers to reflect on their own performance and to identify and analyse areas of strength and weakness

13. Provide regular, ideally daily, time to debrief with the Pre-service Teacher and discuss progress
14. Complete the **Interim Review** (Appendix J) by the end of the Initial and by week 2 of the Minors or Major Professional Experience, discussing the review with the Pre-service Teacher and ensuring its safe delivery to the Tertiary Supervisor
15. Complete the **Minor Professional Experience Final Reports** (Appendix L) *or* the **Major Professional Experience Final Teaching Report** (Appendix O) ensuring its safe delivery to the Tertiary Supervisor

The process of supervision by the Mentor Teacher(s) is *cyclical*. It is initiated by *discussion* with the Pre-service Teacher followed by *scaffolding* them in their planning of the lesson sequence. Then while you are *observing* them, according to mutually agreed criteria, you will gather *concrete evidence* you can use to stimulate *further discussion* about the Pre-service Teacher's progress.

For lesson preparation the Mentor Teacher(s) may:

1. Discuss how best to use or modify the lesson plan format provided (Appendix G)
2. Assist the Pre-service Teacher to select realistic aims, objectives and learning outcomes
3. Encourage careful consideration of teaching methodology as well as content
4. Guide the Pre-service Teacher's reflection on the lessons and ways to evaluate success

For debriefing sessions after a lesson or series of lessons the Mentor Teacher(s) can assist the Pre-service teacher by:

1. Allowing the Pre-service Teacher time to make their own notes to reflect on the lesson before the Mentor Teacher(s)'s feedback is offered
2. Being a good listener and observing the Pre-service Teacher's real needs
3. Asking the Pre-service Teacher about the lesson's strengths and weaknesses
4. Asking whether the lesson went 'to plan' or whether they had to make changes
5. Guiding Pre-service Teachers to consider what can be learnt for next time
6. Confirming or otherwise the accuracy of the Pre-service Teacher's own reflections
7. Highlighting particular situations during the lesson which require explanation
8. Negotiating particular areas for focused observation and feedback next time (e.g. behaviour management, voice, whiteboard notes, clarity of instructions etc.)
9. Directing the Pre-service Teacher's attention to special areas of need (e.g. gender issues, language background, literacy difficulties)
10. Being positive, encouraging and affirming as much as possible

Finally the Mentor Teacher(s) can also assist the Pre-service Teacher in preparing units of work, particularly for their College assessments or Minors and Major Professional Experience requirements by suggesting:

1. Themes, topics or sections of the course suitable for an extended unit of work
2. Appropriate assessment tasks and strategies
3. Resources such as texts, film, display materials etc.
4. Provisions for special needs within the class

Documentation

For the **Initial Professional Experience 1 (EXP211)**:

1. **Interim Review** (Appendix J)
2. **Pre-service Lesson Self Evaluation Form** (Appendix H) sign off
3. **Initial Professional Experience Record of Attendance** (Appendix K) sign off
4. A Minimum of Two **Observational Journals**

The **Minor Professional Experience 2 (EXP212)** requires:

1. A minimum of Five **Lesson Evaluations** by Mentor (Appendix IA)
2. One **Lesson Evaluation** by Tertiary Supervisor (Appendix IA)
3. **Interim Review** (Appendix J) after two weeks
4. **Minor Professional Experience Record of Attendance** (Appendix M) sign off
5. **Minor Professional Experience Final Report** (Appendix L)
6. **Minor Professional Experience Graded Profile** (Appendix N)
7. A Minimum of Four **Observational Journals**

The **Minor Professional Experience 3 (EXP311)** requires:

1. A minimum of Five **Lesson Evaluations** by Mentor (Appendix IA)
2. One **Lesson Evaluation** by Tertiary Supervisor (Appendix IA)
3. **Interim Review** (Appendix J) after two weeks
4. **Minor Professional Experience Record of Attendance** (Appendix M) sign off
5. **Minor Professional Experience Final Report** (Appendix L)
6. **Minor Professional Experience Graded Profile** (Appendix N)
7. A Minimum of Four **Observational Journals**

The **Major Professional Experience 4 (EXP312)** requires:

1. A minimum of Five **Lesson Evaluations** (Appendix IB)
2. One **Lesson Evaluation** by Tertiary Supervisor (Appendix IB)
3. **Interim Review** (Appendix J) after two weeks
4. **Major Professional Experience Record of Attendance** (Appendix M) sign off
5. **Major Professional Experience Final Teaching Report** (Appendix O) use descriptors (Appendix Q)
6. **Professional ePortfolio**

School / Class Context Description

The context description is intended to provide information on the setting in which the Pre-service Teacher developed and achieved the teaching performance described in the report. Together with other statements in the report it should indicate significant characteristics of the situation, and the level of challenge or difficulty presented to the Pre-service Teacher.

Aspects which may be considered for inclusion:

1. School size and composition of campus (e.g. primary, K-12 etc)
2. Socio-economic factors
3. Physical characteristics of the school

4. Class size and composition (e.g. gender balance, special needs, team teaching)
5. Students with specific needs (e.g. learning difficulties, behaviour problems etc.)

Summary Statement

Comments may include:

1. A summary of the contribution of the Pre-service Teacher to the class & the school
2. An emphasis on particular aspects of their teaching performance
3. Reference to the Pre-service Teacher's potential as a teacher
4. The Pre-service Teacher's ability to manage pressure

Payment

Unfortunately there is no provision for paying teachers or participating schools for observation visits which do not involve the responsibility of report writing. However, supervision in the Minors and Major Professional Experience is covered at \$28.50 per day. At the conclusion of the Professional Experience the Mentor Teacher(s) should request a claim form from the Tertiary Supervisor. Payment may be directed to the school or the Mentor Teacher(s).

Participation

Note the Teachers Federation supports Pre-service Teachers supervision provided the Mentor Teacher(s)'s participation is voluntary.

The AC Liaison Officer (LO)

The function of the AC Liaison Officer (LO) is to ensure the smooth operation of the Professional Experience Program. All participants are to feel confident to approach the LO with any queries or concerns.

The LO receives the **Placement Forms** (Appendix C) from the Pre-service Teachers and negotiates with schools to secure suitable individual placements, wherever possible in the Pre-service Teacher's school of first choice.

Once the placement is confirmed the Pre-service Teacher normally negotiates mutually agreeable dates for the relevant Professional Experience considering the needs of the host school and the Pre-service Teacher's other study commitments.

The LO is the clearing house for official documentation with regard to the Pre-service Teacher's performance and will copy and file the various reports. With regard to the **Major Professional Experience Final Teaching Report** they will receive the school's report, have it certified and copy it for filing in Alphacrucis College's secure system. The Pre-service Teacher receives the original certified copy for their records.

The School Supervisor (SS)

Usually the Principal, Deputy Principal or the SS arranges the selection of the Mentor Teacher(s). This may depend on the type and size of the host school. Again in some schools there will be no SS, per se; this role will be included within the Mentor Teacher(s)'s duties.

Typically the SS covers the broader school issues, such as school policies, culture and community. The School Supervisor may also help arrange the Pre-service Teacher's visits to see specialist staff or programs and involvement in suitable extracurricular activities.

The SS reviews and signs the Minors and Major Professional Experience Final Reports with a brief comment and oversees their delivery to Alphacrucis College.

It is important that the Pre-service Teacher be given every opportunity for success. In the event that their result is likely to be 'unsatisfactory' it is the responsibility of the SS to inform the College, make other arrangements in the school (where appropriate), mediate and/or ensure sufficient documentation and remediation has been provided.

The Tertiary Supervisor (TS)

The Tertiary Supervisor oversees the Pre-service Teacher's Professional Experience from the **Placement Form** (Appendix C) through to their **Major Professional Experience Final Teaching Report** (Appendix O). The TS is responsible for ensuring that the host school and the Pre-service Teacher are given all the support they need throughout the Professional Experience Program.

The Tertiary Supervisor will:

1. Oversee the placement of each Pre-service Teacher in a suitable school for their Professional Experience
2. Monitor the progress of the Pre-service Teacher
3. Observe at least one lesson taught by the Pre-service Teacher in each Professional Experience and debrief afterwards
4. Discuss the Pre-service Teacher's progress with the Mentor Teacher(s)
5. Act on any matters of concern to the Pre-service Teacher or the host school
6. Mediate in any dispute between the Pre-service Teacher and the host school
7. Clarify issues relating to College assessments to be completed during the Professional Experience
8. As needed, assist the Mentor Teacher(s) in completing the Interim Review at the end of week 2 of both the Minors and Major Professional Experience
9. Receive the all school reports and documentation
10. Assess the Pre-service Teacher's Professional Experience performance; their **Observation Journal (OJ)** and their **Professional ePortfolio (PeP)** (Appendix U)

The **Major Professional Experience Final Teaching Report** (Appendix O) is crucial to the success of the Pre-service Teacher in the Bachelor of Education (Primary) award. This report will be of prime importance in the Pre-service Teacher's subsequent application for employment.

Clinical Teaching Model

Background

AC has a rich history of ministry training, having taught and trained thousands of Christian leaders in Australia, New Zealand, and throughout the world. The college, originally known as Commonwealth Bible College, was established in Melbourne in 1948 to serve as the national training college of the Assemblies of God in Australia. In 2009 the college changed its name to Alphacrucis College (AC) and has since developed a raft of accredited programs from certificate to PhD in ministry, leadership, business, education, and creative arts. AC is a leading Australasian Christian College with a reputation for excellence in training, teaching, and research and its mission is to equip Christian leaders to change the world.

Whilst approximately two-thirds of Australia's population lives in cities of more than 100,000 people, most of the country is sparsely populated with small communities separated by large distances. Key institutions in these small communities are often Christian schools and churches. The size and separation of these communities present major challenges in attracting leaders and teachers to rural areas and in providing adequate support to students in isolated schools. In addition, current delivery models in pre-service teacher training mean that potential teachers tend to leave the rural community to undertake studies; having once departed from the rural community, the majority generally do not return.

Our first AC Education course was the *Master of Teaching (Primary)*, accredited in 2009 and delivered through face-to-face weekly intensives in Parramatta, Sydney, with online support. This has proved very effective for students based in the Sydney region and for those from outside of the metropolitan area with resources to travel to Sydney.

However, following extensive consultation with potential stakeholders, particularly the rural, isolated, Australian Indigenous and regional Christian schools; we have initiated an innovative additional delivery option – namely the Clinical Teaching Model (CTM). This allows students to complete their pre-service teacher training whilst remaining fully engaged in their local communities. Simultaneously we are introducing our *Bachelor of Education (Primary)* and our *Master of Teaching (Secondary)*. Our new approach, the CTM may be applied in any of our three awards.

The challenge in a teacher preparation program is to model creative solutions to the learning contexts of students from such diverse communities whilst at the same time ensuring content and delivery that equips the pre-service teacher for the requirements of their profession. Added to this is the reality that the classroom walls of the Higher Education sector are dissolving and the barriers to communication presented by distance are being overcome. AC Education, through its online learning support capabilities and network of experienced Christian teaching personnel, has designed our CTM so that the pre-service teacher can complete their formal study through an engagement with online learning while simultaneously engaging in their local context and applying their formal study directly in local school(s).

Clinical Teaching Model Rationale, Outcomes and Elements

Rationale:

The CTM is rooted in best practice, it is: *a supervised activity where a novice is placed in the workplace and mentored through a set of experiences that will hopefully equip them to enter the profession* (Brennan Kemmis & Ahern, 2011: 211-222). Inevitably the building up of skills as a teacher is gradual and hence throughout the course the pre-service teacher will have in college micro-teaching workshops, short periods

in schools, opportunities for observation, working with small groups of children and gradually build up to increasingly more responsibility for a class and teaching and learning program by the end of their course.

Successful completion of the Professional Experience (PE) component of the course is a fundamental condition for graduation. In order to meet the *Australian Institute for Teaching and School Leadership* (AITSL) **Teaching Standards for Graduates** pre-service teachers seeking employment as a registered graduate teachers, are required to complete an accredited course and its prescribed assignments, together with 60 days (*Masters*) and 80 days (*Bachelors*) supervised Professional Experience.

Our CTM has been designed to provide a third context in addition to college studies and compulsory PE, regular supplementary *Host School* constructed experiences where the pre-service teacher will be able to ground many of their course assignments while building up their real world classroom experience.

The CTM has the advantage of providing the Host School context for the pre-service teacher's skill development, it also provides a professional community of practice of colleagues at AC as well as in their local community. As such it is an innovative and strategic model for a *pre-service teacher candidate* to complete the majority of their formal pre-service teacher training within the context of a trusted school community, the Host School. This opportunity allows the student to directly apply the knowledge and skills of their formal studies, as part of the learning process. In fact the formal assessment for their academic study will utilise the pre-service teacher's real-life educational contexts because the assessments will be embedded within the Host School context where possible.

Outcomes of the CTM

1. Retain human resources in the community rather than losing trainee teachers to urban centres (this is particularly relevant to Australian Indigenous communities);
2. Provide continuity of service and commitment to the local community during training;
3. Enable the pre-service teacher's skill development within a familiar cultural context;
4. Integrate 'in situ' assessment tasks that enable application of theory to practice;
5. Encourage the building of deepening professional links between AC and the Host School.

Clinical Teaching Model Elements

1. **Pre-Service Teacher Candidate.** The pre-service teacher candidate is defined as a designated pre-service teacher, enrolled in an AC Education award, who engages in weekly teaching responsibilities within their school community, under close supervision of a coach. This means that respected young leaders and targeted novice teachers who may also be career changers, will be able to stay in their local communities while studying and may well be able to augment their study with related service e.g. church youth leadership, teacher's aide or school chaplaincy.
2. **Benchmarking.** This program is built on a nurse training model and a teacher training model from the United Kingdom and [The Melbourne University's clinical teaching](#). Melbourne note that '*Graduates of programs that incorporate an extended practicum experience interlaced with coursework have increased confidence, are more effective teachers and are increasingly committed to teaching as a long-term career*' (Darling- Hammond and Bransford 2005: 411). The name 'Clinical Teaching' is to distinguish it from the traditional and current block Professional Experience and final year Internship programs. The AC program has also been benchmarked with the **NCATE Clinical Practice Model** from the United States of America, which in turn has been championed by the initiative of the NSW government for all schools – **Gifted Teaching Inspired Learning (GTIL)** and the federal [Teacher Education Ministerial Advisory Group \(TEMAG\)](#).

- 3. Admission.** As noted in the **Clinical Teaching Model Placement Policy** (admission to the CTM program is by application only, followed by a rigorous selection process). This includes validation by the school to ensure that the candidate suits the specific needs and requirements. In choosing pre-service teacher candidates, it is important to examine their character, chemistry in culture and competence. The emphasis is on the quality of the candidate, over and above any convenience about having that person teach in the school. The pre-service teacher candidate would be expected to adhere to all the rules, regulations and requirements of a staff member at the school. Note: Admission to the CTM program is in addition to (not instead of) the normal admission criteria into and Education Program.

Application into the CTM program requires an *Expression of Interest* from the pre-service teacher candidate that includes:

- statement of purpose;
- two letters of recommendation (must include one from the School Principal);
- character reference;
- capacity to undertake study (i.e.) GPA of credit for RES101;
- portfolio of current engagement with children/youth;
- curriculum vitae;
- application form that signs off on their contractual obligations; acceptance of Host School's policies and procedures; and assurance concerning *Critical Incidence* and *Duty of Care*;
- may also include an interview with School Principal and/or Coach if required.

Certificate of Currency. Risk cover for unpaid work experience duties. Insurance coverage while the pre-service teacher is a student at AC is not for activities or arrangements that are outside the authority or knowledge expected during the Professional Experience.

Disclosure: The purpose of disclosure enables appropriate adjustments to be made to minimise a pre-service teacher's exposure to risk, to themselves and to others. Listed below are situations where pre-service teachers must disclose information:

- An increased risk to themselves or others: a pre-service teacher's condition or capacity may increase the risk of injury to themselves or others such as having an active communicable disease and working closely with people;
- A condition that will require adjustments to tasks: Pre-service teachers may be undertaking tasks requiring adjustments for a disability, injury, health condition or pregnancy such as working with animals or children or chemicals; or physically demanding work or manual handling. (Please note that some states have guidelines in relation to pregnancy e.g. Education Queensland guidelines regarding pregnancy state that teachers should not attend school for the 6 weeks before the birth and 6 weeks after the birth);
- Religious/cultural requirements: Pre-service teachers who have specific religious or cultural requirements, such as clothing which may interfere with safe use of equipment, are required to employ further safety measures.

4. Partner Christian Schools and Organisations have invited AC to develop a unique partnership program which meets their needs for Christian teachers while being willing to promote and support the program from their own enrolment or from their local community. This commitment may be demonstrated as teaching contexts for:

- Supervised Professional Experience days; and/or
- CTM experiences; as well as
- Induction into the Christian education community of practice.

Note: CTM does not replace the Professional Experience (PE) requirements of the course, i.e. 60 days for the Master of Teaching (Primary/Secondary) program and 80 days for Bachelor of Education (Primary).

Supervised Professional Experience is the standard incremental skill building experiences.

- (i) The location of these PE placements have typically enabled the pre-service teacher to experience different age groups, curriculum specialisms and a variety of socio-economic and ideological contexts. Typically this would be arranged between AC and the pre-service teacher candidate.
- (ii) Suitable arrangements may be made for the pre-service teacher candidate to locate one (or two maximum) of their PE placements in their Host School.
- (iii) In addition to (ii) above arrangements must be made with other schools for one (or more) placement experience. Additional experiences such as Special School visits (Language Centres, Distance Education Centres and Children's hospitals), as well as incursions from specialist personnel may be arranged to supplement the pre-service teacher candidate's own school experiences.

The commitment between the Host School, AC Education and the pre-service teacher will ascertain the nature of the contribution. Issues to be negotiated may include:

- (i) the Host School schedule of, for example 1 day/week, over and above any PE days;
- (ii) clarification of remuneration constraints, if any;
- (iii) nature of the activity e.g. group work assistance, resources preparation, assembly assistance, camp or excursion participation;
- (iv) documentation of attendance and absentee practices;
- (v) expenses, IT Support and Workplace Insurance coverage;
- (vi) special leave e.g. to attend coursework intensives in AC Central, Parramatta, or regional workshops.

The various Christian schooling agencies, such as *Christian Schools Australia* and *Christian Education National* will be asked to promote this initiative across their constituencies. *Australian Christian Churches* will also be asked to promote the program through its church programs. AC will also promote the program through the AC marketing department.

Host Schools offering the CTM may seek to make arrangements or 'swap' pre-service teacher candidates providing the same conditions and approval processes have been applied. In this way the pre-service teacher candidate gains experience with as wide a range of student ages as possible to ensure adequate career choices.

5. Flexible Study Modes. As with all AC Education students, pre-service teacher candidates in the CTM program may complete their academic subjects through the 'blended learning' of face-to-face weekly classes, intensives and online delivery; all subjects purely online; or a combination of these modes. This will enhance the opportunities for pre-service teachers in rural and remote centres.

6. Integrated Assessment. Throughout the pre-service teacher's studies the assessment tasks of AC Education courses will be completed. This ensures equity across the whole student body. They will provide academic engagement with theories and ideas which will have direct feedback from AC academic faculty members. For practical assessment tasks, where possible the pre-service teacher is recommended to negotiate assessment activities that capitalise on Host School resources and that critiques on an actual school/classroom location.

Each assessment component of an AC course subjects is linked directly to a learning outcome of that subject. The CTM placement component is focused on the assessment items within their curriculum subjects but is not the point of 'delivery' for the subject content. In this way, student-teacher candidates will learn on the job – somewhat like a Trade Training Centre.

Any deviation to the assigned assessment needs to be negotiated with AC lecturer in charge of that unit. All APTS's set down for the assessment will need to be addressed in any tailored assessment. Likewise, the assigned marking key/rubric may need to be negotiated in order to ensure APTS's are being met.

7. Building the Host School's Faculty Capital. The CTM could conceivably have up to 100 days over the Master of Teaching (Primary/Secondary) and up to 120 days for the Bachelor of Education (Primary). The advantage of the CTM is that, rather than the school investing time and effort into a professional placement student who may never return, this model encourages and attracts quality students to a long-term commitment to their Host School and community.

8. Schedule. Conceivably arrangements could be made to result in a CTM in each semester of the pre-service teacher's award. While initially the opportunities may be limited, these should increase, where possible to build the relationship between the pre-service teacher and their coach. There is no obligation to lock a pre-service teacher into their Host School or vice versa or present unrealistic expectations. The design of the CTM for a given pre-service teacher will vary depending on their own needs and the needs of the Host School community. In fact the individual design and flexible nature of CTM makes it extremely attractive to the pre-service teacher and the Host School. However the pre-service teacher does have the opportunity to complete the assessment component in the standard manner required by other students separate to their CTM placement (in consultation with the AC Liaison Officer). This can also be guided by the coach in consultation with the CTM Regional Director in the Host School.

9. AC Liaison Officer. AC Education will appoint an AC Liaison Officer at AC Central to oversee the CTM placements and relevant documentation. The AC Liaison Officer will assist pre-service teachers who have been unable to find suitable Host Schools for themselves, and to maximise the best

outcome for the pre-service teacher. They will be informed about the assessment requirements for each subject and whether a school site is recommended or indeed expected. Any negotiations of assessments (see 6. above) will need to be confirmed by the AC Liaison Officer in conjunction with the lecturer for the subject.

10. CTM Regional Director. AC Education will appoint a CTM Regional Director to be the first point of contact for the Host School personnel and the pre-service teachers. They oversee clusters of pre-service teachers engaged in their CTM. Clusters are loosely geographical and consist of 4-8 pre-service teachers regardless of whether some may be located in the same school. They are the first point of contact for a pre-service teacher for issues around course assessments and regulations. The CTM Regional Director acts as a liaison person facilitating the communication between all members of the CTM situation and handling any conflicts and complaints which may arise.

Regular network meetings will be run by the CTM Regional Director to assist pre-service teachers to debrief and process the integration of their learning with what has been communicated in AC coursework subject content. Opportunities to share assignment strategies as well as share resources and set up possible exchanges may take place within the cluster.

The CTM Regional Director will regularly (3-4 times a semester) view the pre-service teacher's Lesson Plans and any feedback they have received as well as their Portfolio and Resource File. The CTM Regional Director will also visit each pre-service teacher at least once a semester within their host school context. It is important that the pre-service teacher stay in touch with their CTM Regional Director and provide an up to date timetable to facilitate any visit planning.

As noted in the section entitled 'The Mentor Teacher (MT)' in the *Professional Experience Manual*, they are responsible for the documentation of PE reports being lodged with AC in liaison with the Coach and pre-service teacher. In order to ensure consistency Mentors and/or CTM Regional Directors together with the Coaches will undergo an induction process at the start of their involvement with AC and an annual follow up workshop (available on Skype). Credit for attendance and participation in these workshops may go towards the AITSL Lead Teacher standards as well as to certified courses e.g. Cert IV or Diploma in Business or Personal Coaching or Diploma of Leadership Coaching and Mentoring.

11. Coaches. This is a designated staff member in the Host School who accepts responsibility for the carriage of the pre-service teacher and their obligations for the duration of the contract. The Coach makes explicit to the pre-service teacher the expectations and opportunities available at the Host School.

In order to be appointed, the Coach must meet the following selection criteria:

- Selected by the Host School Principal, in consultation with AC Education
- Have at least five years teaching experience
- Be familiar with the AC Education award requirements for the pre-service teacher

Multiple Coaches: In some instances the Host School may offer more than one Coach in designated Learning Areas/Stages.

Multiple Pre-service teachers: Where more than one pre-service teacher is present in the Host School, a designated Coach may provide small group discussions to debrief and maximise the mutual benefit for all parties.

Coach Duties:

- **Communication.** Keep open lines of communication between all relevant stakeholders to ensure the needs of the Host School and the pre-service teacher are maximised. Ensure that the class teacher(s) and the pre-service teacher are working collaboratively and to the benefit of the children.
- **Induction:** Whilst the CTM placement is likely to be very familiar to the pre-service teacher, their role as part of the CTM may need to be clarified. It is important to establish how they now fit within the organisational structure and the expectations on them of protocols with various members of the school community as well as emergency situations.
- **Host School Policies and Procedures:** Coaches are required to induct the pre-service teacher into the Host School's appropriate practices with regard to how images are treated and the guidelines regarding safe storage and security of images/photographs, children's work samples, etc., (especially for the pre-service teacher's own assignments). Photographs, images and work samples in most cases may be only be used only for the purposes outlined in a pre-arranged consent agreement, including the de-identification of work samples. All agreements that are received from parents/caregivers must be safely stored or kept with the artefact.
- **Class/Subject Placement:** The Coach ensures that the class teacher(s) where the pre-service teacher spends most of their time are clear about their expectations and protocols for engaging the pre-service teacher into the life of the classroom.
- **Meetings:** the pre-service teacher expects regular meetings with their Coach either to: plan learning and teaching experiences; debrief; monitor documentation required by the Host School as well as AC; assist in negotiating assessment tasks to be of value to the Host School as well as the pre-service teacher themselves.
- **Liaison:** the Coach keeps the Principal up to date with the pre-service teacher's progress on a minimum of once per term. They make themselves available for any communication with the AC Liaison Officer and CTM Regional Director concerning pre-service teacher's progress and AC personnel visits.
- **Professional conversations:** The Coach plays an important role in the inducting of the pre-service teacher into the profession and therefore needs to assist them in lesson planning, observe and discuss the pre-service teacher's performance as a teacher and provide continuous feedback – striking a balance between areas for improvement and strengths.

Where any concern is raised by either the pre-service teacher or school personnel, the Host School Principal will be informed as well as the CTM Regional Director and/or AC Liaison Officer with accompanying documentation.

The Coach may receive remuneration from the Host School, and/or time in lieu, to acknowledge their contribution. It is recommended that the Host School have a signed contract which designates the nature of the support, the time load expectation and general lines of communication with all stakeholders.

- 12. Class Teacher.** As the CTM period progresses, the pre-service teacher is gradually assuming increased responsibility for the children's learning. This will be achieved where there is a supportive and collaborative relationship between the class teachers along the way. It is hoped that a team-teaching partnership will develop – initially with high levels of support in planning and engaging with the students.

The Class Teacher provides feedback about the children's learning as well as the teaching processes and jointly evaluate and record their progress. They also provide constructive advice on skill improvement for the pre-service teacher and provide opportunities to scaffold the pre-service teacher's development. They attend to any documentation requirements by AC of the pre-service teacher's progress in conjunction with the Coach.

The Class Teacher has a legal responsibility for the physical and intellectual wellbeing of their students at all times. However, should harm come to any student through negligence, or poor judgment on the part of any pre-service teacher it might be expected that both pre-service teacher and the Class Teacher could be held responsible, especially if such harm had been reasonably foreseeable by either party.

13. Payment Options. There is the possibility that students could receive a payment or allowance from the Host School in some capacity during the CTM placement e.g. teacher's aide, administration officer, etc. This is to be determined by the Host School and pre-service teacher in consultation with the CTM Regional Director.

14. Monitoring and Exiting the CTM placement. Each semester AC Education will ascertain the suitability and sustainability of the CTM for all stakeholders. At any point, the pre-service teacher or Host School may choose to exit the placement. This must be done in consultation with the CTM Regional Director, including communication with the relevant AC Program Director. Suitable documentation will be required for the pre-service teacher's record. If this occurs, the student may continue their studies and complete the award through the standard mixed mode delivery.

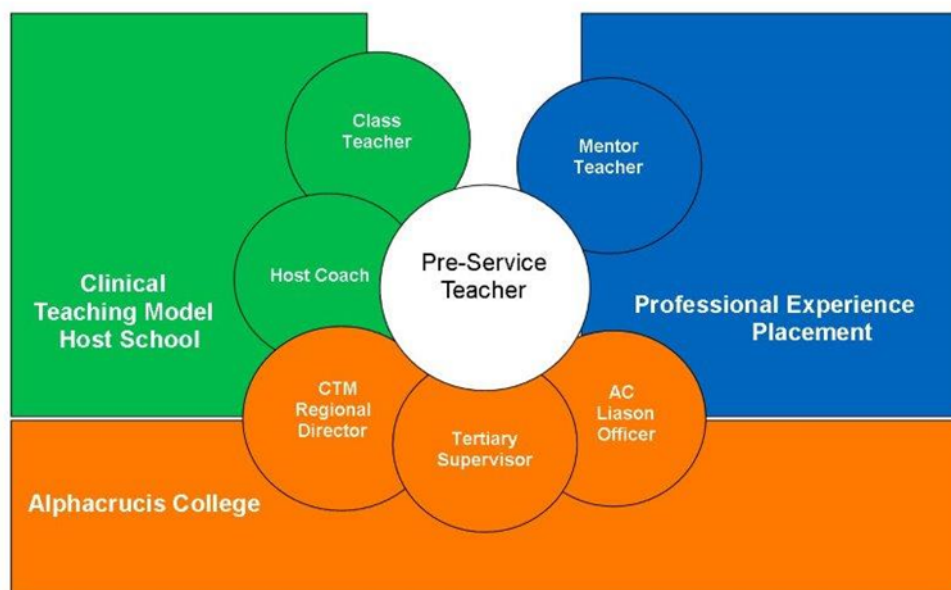
The Clinical Teaching Model (CTM) Diagram

The pre-service teacher is supported in three ways as they progress through their training to be a teacher. The Host School (green), AC Education (orange) and their Professional Experience Placement (blue)

The Host School appoints a Host Coach that supports them though their whole award, (four years undergraduate or two years Masters). This person may or may not have a direct class involvement with the pre-service teacher. There will also be the involvement of the Class Teacher and the wider Host School community. Above all the green support is never one of assessment per se but rather offering settings for active learning.

The Professional Experience Placement is overseen by the AC Liaisons Office. Here there are prescribed classroom experiences where the emphasis is on the necessary assessments laid down by the graduate teacher standards necessary for the pre-service teacher's accreditation as a teacher.

Finally, AC Education. The college supports the pre-service teacher in all their studies and each student teacher is supported by a Tertiary Supervisor. In addition, near the pre-service teachers' Host School, AC Education appoints a CTM Regional Director who will regularly meet with the student, either one-one one or in a tutorial setting.



Clinical Teaching Model (CTM) Roles and Responsibilities

CTM Pre-service Teacher

Pre-service teachers must satisfactorily complete each stage of their AC Education award in which they are enrolled, including the Professional Experience (PE). Success in PE is essential for the pre-service teacher's professional development and for continuation in the CTM program. The pre-service teacher's contribution in their Host School should enhance the total outcomes of their studies in terms of better PE results, as well as AITSL teacher ready skills and AC's Graduate Attributes.

Where possible the pre-service teacher is to fit in with the school routines and ethos. During this time they are to have the utmost concern for the care and legal duties to the children. Pre-service teachers should keep an open mind and acknowledge the experience and expertise of those around them. Clearly all perceptions are value-laden and differences, particularly with regard to religion can marginalise people. Regardless of how familiar the CTM pre-service teacher is with the Host School context they should view it as a privilege to participate in the life of the Host School and maintain confidentiality and integrity.

All information regarding conduct, confidentiality, student disclosures, defamation and relationships with students, etc. which is included in the Professional Experience Manual, also applies to the CTM pre-service teacher at all times while involved in the CTM program.

Note, the pre-service teacher cannot take over the full responsibilities of a class and must be supervised by a staff member at all times. During the early phase of their award, the pre-service teacher must have a class teacher in the classroom at all times. Gradually, they may take increasing responsibility. The exercise of professional judgment is at all times essential.

During the final semester of their award, the CTM pre-service teacher may be considered an "*associate teacher*". This status would allow them to teach up to a 50% teaching load unsupervised, but the class teacher maintains overall responsibility for the class.

The pre-service teacher reports and communicates directly with the Coach allocated by the Host School, who will allocate appropriate class teachers throughout the course. Any issues should be directed to the Coach and where necessary to the CTM Regional Director, with involvement of the Principal at the CTM Regional Director's discretion. Whilst the CTM Regional Director will stay in regular contact with the pre-service teacher it is expected to be a two-way arrangement, especially if any warning signs appear.

The pre-service teacher will be accumulating their Teaching e-Portfolio and Resource File and hence the CTM provides ample opportunities to build up learning and teaching resources, and include their observational journal and self-reflective comments. Many of these resources will either be generated as part of assessment or be able to be used as part of assessment.

Continuation of the pre-service teacher with the Host School will be dependent on the recommendation by the Coach in liaison with the CTM Regional Director, as well as satisfactory AC coursework results and PE reports. Pre-service teachers who have been classified as 'at risk' and are on intervention, may be required to withdraw from the CTM program.

All PE are undertaken on a full time basis. In other words the CTM pre-service teacher is expected to give a full time commitment to the PE school during their scheduled PE periods. Alternative arrangements for the pre-service teacher's work or volunteer commitments at the Host School will need to be made for the duration of the PE.

Absence - as in PE, it is expected that the pre-service teacher in the CTM program will assume a professional role at all times, accepting the constraints of punctuality and undertaking agreed commitments. Apart from illness or emergencies there should be no need to take time off the allocated days. Pre-service teachers will be expected to make up days lost for illness and emergencies and to provide documentation for their absences.

Any request for the pre-service teacher to undertake responsibilities for which they don't feel confident e.g. taking a whole class on their own early in their studies, is to be respected and any refusal is not to be taken to influence the final grade.

Host Schools

Whilst AC has partnerships with many schools and networks across Australia, the location for the CTM placement will require a more embedded commitment by the Host School. The school's principal takes executive responsibility with respect to issues of educational quality and equity within the CTM placement.

Naturally not all schools are prepared to accept pre-service teachers for the more intense commitment of the CTM and some sites only accept pre-service teachers from one institution or for the typical PE placements. Schools may change allegiances during the school year and a change of staff at a site could also mean a change in the number of placement offers. Likewise the Host School may have other pre-service teachers on PE from other institutions. The pre-service teacher will have a signed contract outlining the conditions under which the continuation of their CTM placement will occur e.g. that it span the duration of the teacher training course the pre-service teacher is enrolled in, or only one semester and so on. Should a pre-service teacher find their CTM is discontinued, the College is under no obligation to find another location, however the Host School and AC may participate in a new placement where feasible. Any difficulties should be documented and any termination follow due process.

Any changes negotiated between the Pre-service teachers, Coaches, CTM Regional Director and/or AC Liaison Officer are communicated to all parties involved. AC is concerned for continuous quality improvement for all its stakeholders and welcomes feedback on how to enhance the pre-service teacher's experience and will adjust the program accordingly.

The Host School in their *Letter of Support* to AC will indicate the nature of support they can offer the pre-service teacher, including:

- nominated Coach(s)
- expected time allocation e.g. one day per week
- any technical support;
- nature of any remuneration e.g. payment of pre-service teacher during CTM contact hours, payment of pre-service teacher's Higher Education fees etc. This is entirely a matter between the Host School and the Pre Service teacher, and AC would applaud any such support.

Insurance: the pre-service teacher does not receive remuneration for any work experience they do as part of their PE placements and will be covered under AC insurance. Where a pre Service teacher is being paid by the Host School during CTM, then they would need to be covered by the Host School's workers' compensation policy.

Time allocation: CTM models vary from 1-2 days per week. In most circumstances the contact will be regular and weekly, however blocks of time may also be suitable especially for a specific purpose e.g. a school camp or an extra curricula program or unit of work e.g. football clinic or swimming lessons. Host Schools should provide an attendance sign-in sheet to log the pre-service teacher's attendance. This will be made available to AC Regional Director. Any absence should be noted in accordance with the PE regulations.

Locations: Pre-service teachers may seek placement in State, Catholic or Independent schools, where the Host School is prepared to commit to the CTM. It is recommended that pre-service teachers are not placed in classrooms where family members are on staff in a supervisory role or attending as pupils. Another possibility may be for exchanges between schools both within the same state and across states.

Accreditation and Registration

Each state has its own teacher registration authority. Whilst it is desirable for a pre-service teacher to have gained experience in diverse settings, including public and private, city or remote and working with children from differing economic, social, ethnic and educational circumstances, the AITSL standards and any state registration authority criteria will determine the pre-service teacher's eligibility to practice in a specific state. Successful completion of the AC Education courses provides exiting students with the AITSL Graduate level achievement.

Brennan Kemmis, R., & Ahern, S. (2011). Reflections from an 'Australian' perspective. In M. Mattsson, T.V. Eilertsen & D. Rorrison (Eds.), *A practicum turn in teacher education* (pp. 211-222). Rotterdam: Sense Publishers.

Mapping of CTM to the Graduate Teacher Standard Descriptors

Nearly all the GTSDs are met by the CTM by the end of the program. The key criteria in this exercise is the ability of the Pre-Service Teacher to 'demonstrate' the relevant GTSD. The main standards omitted of this mapping exercise relate to the use of ICT. It is expected that this will be covered but it is not a core feature of the CTM program.

1.1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	1.4.1 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	1.5.1 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	1.6.1 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i> <i>On admission CTM students must demonstrate competence with Critical Incidence and Duty of Care Legislation.</i>	
2.1.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	2.2.1 Organise content into an effective learning and teaching sequence. <i>Regular teaching responsibilities within their school community</i>	2.3.1 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. <i>Regular teaching responsibilities within their school community</i>	2.4.1 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. <i>Regular teaching responsibilities within their school community</i>		
3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. <i>Regular teaching responsibilities within their school community</i>	3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. <i>Regular teaching responsibilities within their school community</i>	3.3.1 Include a range of teaching strategies <i>Regular teaching responsibilities within their school community</i>		3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. <i>Regular teaching responsibilities within their school community</i>	3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	3.7.1 Describe a broad range of strategies for involving parents/carers in the educative process. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>
4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	4.2.1 Demonstrate the capacity to organise classroom activities and provide clear directions. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	4.3.1 Demonstrate knowledge of practical approaches to manage challenging behaviour. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	4.4.1 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements <i>On admission CTM students require a portfolio of current engagement with children/youth</i>			
5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	5.5.1 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>		
6.1.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	6.2.1 Understand the relevant and appropriate sources of professional learning for teachers. <i>Regular teaching responsibilities within their school community</i>	6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. <i>Regular teaching responsibilities within their school community</i>	6.4.1 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>			
7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. <i>On admission CTM students must demonstrate competence with Critical Incidence and Duty of Care Legislation.</i>	7.2.1 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. <i>On admission CTM students must demonstrate competence with Critical Incidence and Duty of Care Legislation.</i>	7.3.1 Understand strategies for working effectively, sensitively and confidentially with parents/carers. <i>Associate teacher status teaching with potential to teach up to 50% FTE</i>	7.4.1 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. <i>The minimum of 42 days in addition to the 60 days PE for Masters students and 118 days in addition to 80 days PE for the Bachelors, immersion in school communities</i>			

Appendices

Appendix A. Observation Journal (OJ) and Professional ePortfolio (PeP)

Primary

Professional Experience (EXP211, 212 and 311)

Observation Journal

2016

Pre-service Teacher: _____

Mentor Teacher(s): _____

School: _____

Created by Pippa Nelligan and Lesley Newhouse-Maiden and adapted with permission, for Alphacrucis College.

Observation Journal

Introduction

This Observation Journal (OJ) is designed to focus your observations and reflections during School Visits and Professional Experience. Hopefully the suggested text readings and follow-up activities will enrich theoretical understanding and professional experience, as well as stimulate discussion with Mentor Teacher(s), peers and university staff.

Remember, as a Pre-service Teacher, your uppermost priority in the classroom is assisting your Mentor Teacher(s). The goal you should share with your Mentor Teacher(s) is to enhance the students' learning. The journal activities are to be completed *in addition* to this responsibility. The OJ has been constructed with spaces after each section for jotting notes when in schools. The backs of the pages can also be utilised. If more room is required, the staple can be removed and the OJ placed in a file so pages of your observations/reflections can be added. For those who prefer to use the computer, the OJ can be downloaded. You may wish to consider your classroom jottings and write up your reflections so they can be revisited and added to as you make new observations and reflections. In this way your professional growth will be recorded. The OJ has been divided into sections so you can focus on just a few areas at a time. It is hoped that these sections will be used as the basis for discussions with your Mentor Teacher(s), University colleagues and university lecturers.

Reflecting on your Professional Experiences

According to Posner (1989), we do not actually learn from experience as much as we learn from reflecting on experience. He defines reflective thinking as 'turning a subject over in the mind and giving it serious and consecutive consideration.' It is said that reflective thinking frees us from mere 'impulsive' and 'routine activity'. He claims it enables us to act in deliberate and intentional fashion to achieve what we need. During your Professional Experience, reflective thinking will allow you to act in deliberate and intentional ways to devise new ways of teaching, rather than being a slave to tradition, and to interpret new experiences from a fresh perspective.

A summary of Phase 1 from the *Competency Framework for Teachers* has been provided as a guide to assist you as you gather evidence of your teaching competency throughout your Professional Experience. The evidence you gather will form the basis of your Professional ePortfolio which you will be developing throughout your time at College. The *Competency Framework for Teachers* (2004) claims professional reflection is central to improving teacher standards and supporting the development of career pathways. Suggestions for your Resource File have also been included so you can maximise your time in schools for gathering innovative and practical ideas for use in your future classroom.

This journal directly relates to Chapters 1-10 of your text, *Beginning Teaching and Beyond*, by Barry and King (2000). It is suggested that you work through the rest of the chapters, which cover more advanced levels of skills, at your own discretion, as you gain more teaching experience.

References

Posner, G.J. (1989) *Field Experience: Methods of Reflective Teaching* New York: Longman

Department of Education and Training (2004). *Competency Framework for Teachers*. East Perth, WA: Department of Education and Training.

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1. Orientation School Visits

For each of your school visits, in your reflections, consider the following themes.

(a) Philosophy

It would be beneficial for you to:

- i. Compare and contrast the philosophy (vision, beliefs, assumptions etc.) that informed / underpinned each of the school's approach to educating young children;
- ii. List aspects / elements of the philosophy held by each of the schools that had been implemented and the factors (internal and external) that had helped; and
- iii. Consider aspects / elements of the philosophy held by each of the schools that had been difficult, or not possible, to implement, and factors that made progress difficult.

(b) Structural Organisation of the Schools

You may wish to identify:

The similarities and differences between each school and the factors influencing their choice of model.

(c) Facilitating and Enhancing Learning and Development

You may wish to reflect upon:

- i. The qualities teachers require to work productively with young children in each school;
- ii. The key features of the behaviour management approach with each Stage in each school;
- iii. The approaches the schools had found useful for measuring the effectiveness in the growth and development of young children; and
- iv. Indications of the expectations the schools had of you, as a Pre-service Teacher, in terms of teaching and nurturing young children.

2. School Familiarisation

(a) Note the name, phone number and address of the school and members of the Administration Staff (Principal, Deputies etc.). Find out where the attendance sheet is kept for signing in on placement days. Your School Experience Coordinator should be able to help you.

(b) Familiarise yourself with the school's 'Aim', 'Purpose' or 'Mission Statement' and its School Development Plan (SDP), Code of Behaviour (Rules), Behaviour Management in Schools (BMIS) and Students At Educational Risk (SAER) policies. You may find these in a Staff Procedure Manual or an information booklet provided for new staff/parents/students to the school.

(c) Make use of a school map to familiarise yourself with the layout and identify emergency procedures, car parking and canteen arrangements.

(d) Find out the morning tea arrangements (cost, cups, provision of food, dish washing etc.). If you are a smoker, you will need to ask the School Experience Coordinator how smokers on the staff deal with the 'Smoke Free Zone' policy.

(e) Locate the Duty Roster and identify the times and areas in which you will be required to accompany your Mentor Teacher(s). Be sure to note when and where so you can fulfil your obligation as a Pre-service Teacher.

(f) Find out the times students are required to be in the classroom and if they are permitted in at any other times.

(g) Find out what extra time teachers are expected to spend in classrooms (before school, after school, other) and if there are any other duties/extra-curricular responsibilities in addition to classroom teaching.

(h) Copy your classroom timetable for your Planning File and find out what Teacher Preparation Time means for the students. Note the names of any specialist teachers who will be teaching the students. During your Placement, observe as many of these classes as possible. During your Major Professional Experience 4, remember to plan how you can best utilise each of your Teacher Preparation periods.

(i) Enquire as to how the staff are appointed and how the year groups have been organised.

(j) Ensure you are aware of Staff Meeting details as you are required to attend any that fall on designated placement days.

(k) Exchange contact details with your Mentor Teacher(s) and discuss the school's email etiquette.

3. Becoming a Teacher

After reading Chapter 1:

(a) Why did you decide to become a teacher? Note your reflections.

(b) Complete Activity 1.5 (p 17).

(c) Explore the ethnographic research tool.

The ethnographic tool has been designed for ethnographers and linguists to explore an individual's use of language within his/her community and the way in which this use varies. Used in the context of classroom research, it also demonstrated their metalinguistic understandings.

Reflect on the type of language you use with different groups in your speech networks e.g. family, social group. Comment on the factors that influence the language choices you make.

4. The Learning Environment

After reading Chapter 1:

(a) How many students are in your allotted class? How many boys? How many girls? If it is a split year level, how many in each year level? Note these details on the cover page of your Planning File.

(b) Observe how the class enters the classroom and moves from room to room. Note any special routines followed.

(c) Observe how the Roll is marked and note where and when this legal document has to be available.

(d) Enquire as to what happens to notes from parents and note the procedure for attendance concerns.

(e) How frequently is there a school assembly and when and where is it held? Try to collect a copy of the format. Check the roster to see if your class will be conducting an assembly during your professional experience.

(f) Read through the medical information required about the students in your class, respecting its confidentiality. Note the procedure for sick students – in class, with a permanent condition, in an emergency and when parents collect them.

(g) Draw a map of the physical space of your classroom. (You may find pencilling in students' names where their desks are situated, helps you learn their names.)

(h) In what ways do you think the environment supports learning in this classroom? Note your reflections. Can you think of any learning styles (see p 296) that it would hinder or particularly support? Make a list of the ones it supports and the ones it may hinder.

(i) Complete Activity 1.9 (p 30) on good learning environments.

(j) List the range of teaching aids you observe in the classroom and note how they have been financed.

(k) What is meant by 'Duty of Care'? Familiarise yourself with the policy and list any points you find interesting.

(l) Choose a classroom routine (preferably a daily one) that occurs in your classroom. Observe it carefully, noting what happens before, during and at the end of the routine. Note what the whole class is doing throughout the process. Describe it and summarise the students' behaviour during it. What do you think is the value of a routine of this nature?

5. Building Relationships

After reading Chapter 4:

(a) Complete Activity 4.2 (p 105). Observe your Mentor Teacher(s) and note any other methods used to establish personal relationships in the classroom.

(b) List some specific ways in which you could actively help students to feel good about themselves.

(c) Discuss the use of Sociograms (p 113) with your Mentor Teacher(s) and ask if he/she can see any value in drawing one for the class. If so, carry out the exercise, analyse the sociogram, and share your findings with your Mentor Teacher(s).

6. Session Planning

After reading Chapters 2 and 3:

(a) Find out about the implementation of the Curriculum Framework, Syllabus, Outcome and Indicators and Progress Maps in your school.

(b) Download the suggested format, provided in your Schools Experience Manual and write a session plan (with the help of your Mentor Teacher(s)) for a small group. Remember, at this stage, your plans should be very detailed. File it as the first in your Planning File. Remember to include a copy of your class timetable, at the front of your Planning File, for reference.

(c) Observe one of your Mentor Teacher(s)'s teaching sessions and, using the Curriculum Framework, identify the main Overarching Learning Outcome for the session. Discuss your decision with your Mentor Teacher(s).

7. Developing Instructional Skills

After reading Chapter 5:

(a) Construct a checklist from Activity 5.2 (p 134) and use it as a guide when planning your instructions. Use it again when evaluating the session, after your teaching.

(b) Set up a checklist of ways of gaining students' attention. Start with the ones you would feel comfortable using and then add any others you observe being used. Tick them off as you try them out. Use the opportunity to experiment with as many as possible so you can discover the most effective ones for you. Remember to keep adding to the list as you progress through the year.

(c) Using the list on p 139 to assist you, experiment with a variety of lead-in activities when planning your sessions. Make a list of the ones you use and add others you observe being successfully implemented. Remember to write any relevant comments next to them, after reflection, for future use.

(d) Using pp 142-144, note the five techniques suggested for consideration when concluding a teaching session. Build a list under each suggestion of specific ways in which you could utilise these techniques (eg. question prompts that can be used for each). You may observe some of these being used by your Mentor Teacher(s). Reflect on their use and evaluate their effectiveness.

(e) Read the section on *Questioning and Responding* very carefully and always have specific questions, logically sequenced, as part of your session plan. Skilful questioning takes practice. Choose an appropriate session to observe and collect the following data:

- i. Tally the frequency of closed and open questions that your Mentor Teacher(s) asks. Set up two columns and classify each question asked.
- ii. Note how your Mentor Teacher(s) responds to correct and incorrect answers. Set up two columns for the responses.
- iii. Note the frequency of to whom the questions are directed - males or females. Tally the results under the two headings.
- iv. Draw a basic grid of the classroom and tally the frequency of where questions are directed (Back Front, Left, Right and Middle).

(f) Record your reflections on the above data you have collected.

8. Teaching Strategies

After reading Chapter 6:

(a) Observe some of the strategies used in your classroom. Make a checklist of the strategies presented on pp.183-223 and note observations beside each.

(b) Add to your list any other strategies that you observe (e.g. peer tutoring, individual tasks, computer aided learning).

(c) Reflect on your findings from your checklist. Consider the following points:

- i. how are all the students catered for, and
- ii. what factors influence the type of learning that occurs?

(d) Identify a learning experience that you considered used an effective teaching strategy. Write a short description of the experience and comment on why you thought this was an effective experience for the learners.

(e) Reflect on the ways the students in your classroom engage in learning activities. Consider the following points:

- i. What learning activities do the students get deeply engaged in?
- ii. What learning activities keep the students focused? Does that include all students?
- iii. What activities seem to produce positive learning outcomes?

9. Small-Group Collaborative Learning

After reading Chapter 7:

- (a) You may need to ask your Mentor Teacher(s) to help you answer the following questions:
- i. How many times during the day did the class participate in an activity as a whole group? Briefly describe the session that was occurring each time.
 - ii. When does the class work in small groups during the day? What types of activities are carried out during small group instruction?
 - iii. How are students chosen for small groups? Does this method of choosing the group members change for particular activities?
 - iv. Are any instructions or feedback given to the students about how groups should work on a task?
 - v. Carefully observe a group that is working well and describe what is happening.
 - vi. Carefully observe a group that is not working effectively and try to determine why it is not.
- (b) How and why are student differences catered for by small-group cooperative learning?
- (c) Complete Activity 7.3 (p 236).
- (d) Complete Activity 7.5 (p 243).
- (e) From what you have learned, write some of your own thoughts about grouping students, and the use of small-group work in classrooms.

10. Decision Making

- (a) Choose a time block (e.g. the beginning of the day until morning recess) and make observations in your classroom about the decisions made by the teacher and the children. Set up a checklist and categorise the decisions you observe into:
- i. Planning
 - ii. Organising
 - iii. Motivating
 - iv. Ensuring Quality

You may also want to create other categories. Remember not all the decisions made will be obvious. Events may happen as a result of a decision having been made previously.

- (b) Looking at your data:
- i. What type of decisions did the teacher most frequently make?
 - ii. What type of decisions did the students most frequently make?
 - iii. What conclusions could you draw from this information?

11. Developing Management Skills

After reading Chapter 8, “prevention is better than cure” should become evident:

- (a) Read through your school’s BMIS policy.
- (b) Is there a Bullying Policy? Is there a special policy directed at boys?
- (c) Find out the responsibilities of the “Duty Teacher”. When on duty with your Mentor Teacher(s), observe:
- i. Do boys and girls play in separate sections of the school?
 - ii. What are the current popular games?

- iii. What are the lunch arrangements?
- iv. Are there areas for different age groups?
- v. Are there different games at different age levels?
- vi. How are the 'play-groups' made up? Boys, girls or mixed groups?
- vii. Do any individuals keep apart from the group?

(d) Use the checklist provided for you on pp 272-4 to check your management skills. The "Conducting the Lesson" (pp 273-4) checklist will be a valuable guide to help you reflect on your teaching sessions and write your self-evaluations.

(e) Read Activity 8.3 (pp 274-5) and consider your response to each problem listed. There is no need to write responses, reflecting on the situations is beneficial in itself.

(f) Observe how control is obtained and maintained in your classroom. Note how the teacher used:

- i. Voice
- ii. Eyes
- iii. Praise
- iv. Rewards
- v. Punishments
- vi. Incentives
- vii. Cooperation
- viii. Competition
- ix. Routines
- x. Collaborative learning strategies
- xi. Other

(g) Consider your notes above, in the light of positive/negative reactions; degree of response by the student(s) and, overall effectiveness. Which methods appeared, to you, to be the most satisfactory?

12. Adapting to Individual Differences

After reading Chapter 9, you may require input from the staff at your school, to assist you in your research.

(a) Detail the following:

- i. Are there any students with physical disabilities in your class?
- ii. Are there any visually or hearing impaired?
- iii. Are any of the students well behind the others in achievement?
- iv. Do any students need special treatment?
- v. What role do the parents play, in your classroom? Are they used to assist individual students?

(b) Note the role of the various aides (Education Assistants) in your school.

(c) Complete Activity 9.8 (p 323) using the ten steps outlined.

13. Assessing, Recording and Reporting

After reading Chapter 10:

(a) Using your text, compile a list, with brief descriptions, of as many information-gathering techniques, used by teachers, as you can. Keep adding your observations to this list, as you progress through your Professional Experiences.

(b) Whenever possible, collect copies of examples of each technique, for future reference, in your Resource File.

(c) Ask your Mentor Teacher(s):

- i. How is this information used in your classroom?
- ii. Is this information reported to anyone?
- iii. What reporting policies are in place in your school?

(d) Experiment with as many different techniques as possible during your Professional Experiences so you can gain first-hand experience at using them. Identify the advantages and disadvantages of each. (You may wish to note your findings next to the description of each, as you experience them.)

14. Suggestions for Resource Files

Resource files should be 'works in progress' throughout your teaching career. Be very selective about what you include – keep in mind quality, rather than quantity.

Create a 'user friendly' file. The better you organise your file, the more useful you will find it. Dividing it into sections will make the continual adding to it easier. The more specific the divisions are, the greater the likelihood of future use. When you have your own classroom, you can easily transfer the sections to a filing cabinet.

Setting up files for each of the 8 Learning Areas is a good start. Divide them into their strands and sub-strands for easy reference. Within the strands you could include:

- i. Photos of Art/T&E – materials/processes described on back
- ii. Photocopied front covers of useful resources and books (e.g. Blackline masters)
- iii. Scaffolds for the various genres in English
- iv. Organisation Plans – spelling, maths, reading
- v. Booklet examples – made by teachers
- vi. Projects – research ideas, formats, assessment
- vii. Literature Lists – novels, serials, short stories –for reading aloud and silently
- viii. Drama/Music Lists – poems, plays, songs – for appreciation and performance
- ix. Useful Web Sites

It will also be useful to have a "General" File. This workbook should help you locate some useful resources for this file. You could organise them into sections such as:

- i. School Policies/Development Plans
- ii. Classroom Policies/Rules – homework
- iii. Behaviour Management Policies
- iv. Report forms; Portfolio samples
- v. Reward/Incentive Systems – individual, group, class, school
- vi. Certificates/Awards
- vii. Classroom Organisation/Routines – jobs, group formations, furniture plans
- viii. Organisation for managing split/MAG classes
- ix. Class Booklists – for stationary, texts
- x. Charts – teacher made, commercially produced (photos help)
- xi. Timetables – all year levels
- xii. Planning Document Formats – Daily Work Pad, Forward Planning
- xiii. Assemblies/Ceremonies – items, formats
- xiv. Assessment Techniques
- xv. Classroom Management Techniques – attention gaining, motivation, transitions
- xvi. Early Finisher Activities
- xvii. Useful Books and References –photocopy front cover
- xviii. Special Days Activities – Christmas, Easter
- xix. Themes/Topics for Integration – overviews of activities

- xx. Displays – take photos of them and write descriptions on back
- xxi. Computer – activities, resources, management in the classroom
- xxii. Students At Educational Risk –notes on conditions, management, individual plans
- xxiii. Letters to Parents – introduction/expectations, excursions

15. Professional ePortfolios (PeP)

The purpose of your portfolio is to provide documentation of your professional learning and achieved competence. Your Professional ePortfolio is designed to assist you to organise your evidence using the Teaching Competencies outlined by the Education Department of Western Australia.

As you begin systematically adding work you have done in particular subjects, or evidence of successful teaching from your Professional Experiences, to your portfolio, you begin to build up evidence of your own learning and competence. As the course progresses, you will evaluate and analyse this evidence and select the ‘best’ evidence to demonstrate your competencies. Towards the end of the course, your portfolio can be used in interviews, or to present to prospective employers, in the process of applying for teaching positions.

A professional teaching portfolio is a collection of your highest quality work that demonstrates your professional growth and interest in on-going development.

What might the final product include?

- i. Table of Contents
- ii. Case study writing
- iii. Videotape/CD
- iv. Written reflections demonstrating development of personal understanding about teaching
- v. Samples of work
- vi. Resume, letters of recommendation, official transcripts, Professional Experience Reports
- vii. Instructional plans developed in the classroom
- viii. Classroom assessment strategies
- ix. Visual display of your strengths

All evidence should be neatly presented and dated.

16. Competency Frameworks for Teachers (Australian Professional Standards for Teachers)

The Competency Framework for Teachers (Appendix IA and IB):

- i. has been developed through extensive analysis of national and international teacher competency frameworks and consultation with members of the teaching profession,
- ii. articulates the professional knowledge, skills and values essential for all classroom teachers,
- iii. identifies ongoing professional learning needs
- iv. identifies seven integrated dimensions of teachers’ work,
- v. acknowledges the role teachers assume, beyond the classroom, in order to maximise student learning, and
- vi. describes a continuum of understandings and skills development across three phases.

Getting Started

To set up your Professional ePortfolio (PeP), divide it into the seven Elements of the Competency Framework for Teachers, so you can add your evidence, behind the appropriate element as you produce it. For more detailed information, refer to the Appendix C Academic Program Handbook, and EDU500 Professional Experience Subject Outline):

B. Special Relationship Schools

We have a range of schools called Special Relationship Schools located interstate and in Sydney and the Hunter Valley region. These schools have a special relationship with Alphacrucis College in the training of our teachers. The list of schools is under constant review so students are welcome to enquire at any time for an update.

Calvary Christian College Townsville
569 Bayswater Rd Mount Louisa QLD 4814
<http://www.calvary.qld.edu.au/>

Groves Christian College
70 Laughlin Street Kingston QLD 4114
<http://www.groves.qld.edu.au>

Kings Christian College
68 Gemvale Rd Reedy Creek QLD 4227
<http://www.kingscollege.qld.edu.au>

Nambour Christian College
2 McKenzie Rd Woombye QLD 4559
<http://www.ncc.qld.edu.au>

Parklands Christian College
1 Hillcrest Rd Park Ridge QLD 4125
<http://www.parklands.qld.edu.au>

St Philip's Christian Education Foundation Ltd
57 High Street Waratah NSW 2293
<http://www.spcc.nsw.edu.au>

Freshwater Christian College
369-401 Brinsmead Rd Brinsmead, QLD 4870
<http://www.freshwatercc.qld.edu.au/>

HopePoint Christian School
39 Ashcroft Street Georges Hall NSW 2198
<http://www.hpcs.nsw.edu.au>

Mackay Christian College
17 Ambrose Way North Mackay QLD 4740
<http://www.mcemkv.qld.edu.au/>

Northside Christian School
151 Flockton St Everton Park QLD 4053
<http://www.northside.qld.edu.au>

Penrith Christian School,
1 Simeon Rd Orchard Hills NSW 2748
<http://www.pcs.nsw.edu.au/>

Further, Alphacrucis College Master of Teaching (Primary & Secondary) has been endorsed by the two key Christian Schooling support communities and by inference their constituent schools.

Christian Schools Australia
5 Byfield St,
Macquarie Park NSW 2113
1300 321 272
<http://www.csa.edu.au/>

Christian Education National
836 Mulgoa Road
Mulgoa NSW 2745 02 4773 5800
<http://www.cen.edu.au>

Associated Christian Schools
96 Warren St
Spring Hill QLD 4122
<http://www.christianschools.org.au>

In addition Alphacrucis College has entered into an agreement with NSW Department of Education and secured the potential of access to state schools under the [*Professional Experience Framework*](#) guidelines. Current primary schools:

Sydney Distance Education Public School
Mount Sydney Distance Education Public School
Mount Warrigal Public School
Woolomin Public School
Arranounbai School
GS Kidd Memorial School

Students may elect to join any other school of their choice for their Professional Experience, particularly one in close proximity to their home or one that has a particular appeal to their own philosophy of education. Attendance at any other school outside the Special Relationship Schools is referred to as Self Placement on the Form C. Each Professional Experience placement is confirmed by AC staff in the first instance along with the appointment of the Mentor Teacher(s) and the agreed class. Subsequently, the pre-service teacher makes the final arrangements regarding suitable dates with the school directly.

D. Professional Experience Teaching Knowledge and Skills Continuum

PROFESSIONAL EXPERIENCE TEACHING KNOWLEDGE & SKILLS CONTINUUM	Initial	Minors	Major
Teacher's knowledge of subjects and pedagogies			
Demonstrates relevant knowledge of subject's central concepts	_____	_____	_____➔
Understands subject's methods of enquiry	_____	_____	_____➔
Shows knowledge of the pedagogies of subjects taught	_____	_____	_____➔
Demonstrates overarching pedagogies e.g. authentic learning experiences, connectedness, explicit teaching, use of narratives, substantive communication	_____	_____	_____➔
Designs lessons using NSW syllabus and curriculum documents	_____	_____	_____➔
Uses ICT proficiently for teaching and professional use	_____	_____	_____➔
Knowledge of the students and how they learn			
Shows understanding of and respect for students' cultural backgrounds	_____	_____	_____➔
Demonstrates knowledge of stages of development and exceptions	_____	_____	_____➔
Understands specific strategies for special needs students	_____	_____	_____➔
Shows knowledge of students' skills, interests and prior learning	_____	_____	_____➔
Shows knowledge of students' different approaches to learning	_____	_____	_____➔
Demonstrates strategies, (including literacy) for teaching:			
Aboriginal and Torres St Islander students	_____	_____	_____➔
Students with Special Needs	_____	_____	_____➔
Non-English Speaking Backgrounds	_____	_____	_____➔
Students with challenging behaviours	_____	_____	_____➔
Planning, assessment and reporting			
Identifies & articulates clear and appropriate learning goals	_____	_____	_____➔
Implements lessons & sequences to engage interest and address outcomes	_____	_____	_____➔
Organises content for sequence and purpose	_____	_____	_____➔
Shows knowledge of engaging resources to support learning	_____	_____	_____➔
Caters for diverse learners in planning and assessment	_____	_____	_____➔
Shows range of assessment strategies and links to outcomes	_____	_____	_____➔
Gives helpful and timely oral and written feedback to students	_____	_____	_____➔
Keeps reasoned, reliable and accurate records of student progress	_____	_____	_____➔
Shows understanding of reporting principles and practices	_____	_____	_____➔
Uses assessment results to modify & inform future teaching plans	_____	_____	_____➔
Interprets national & school data on students in literacy and numeracy	_____	_____	_____➔

Effective communication with students			
Communicates learning goals & directions clearly	_____	_____	_____➔
Uses a range of questioning techniques	_____	_____	_____➔
Listens to students and engages them in classroom discussion	_____	_____	_____➔
Employs class group structures appropriately and purposefully	_____	_____	_____➔
Uses a range of motivating teaching strategies & resources, including ICT	_____	_____	_____➔
Classroom Management			
Uses various strategies to develop rapport with students	_____	_____	_____➔
Creates a positive classroom tone to encourage effort and take risks	_____	_____	_____➔
Understands principles & practice of effective management of class and student behaviour	_____	_____	_____➔
Provides clear directions to facilitate movement and transitions	_____	_____	_____➔
Understands specific requirements to ensure student safety in schools	_____	_____	_____➔
Demonstrates a range of approaches for managing student behaviour	_____	_____	_____➔
Builds challenging learning environments	_____	_____	_____➔
Professional knowledge and practice			
Reflects critically on improving own teaching practice	_____	_____	_____➔
Demonstrates knowledge of Professional standards framework	_____	_____	_____➔
Makes plans for further professional development	_____	_____	_____➔
Accepts constructive feedback to improve teaching practices	_____	_____	_____➔
Functions as part of a team, contributes to professional discussions	_____	_____	_____➔
Recognises the need to comply with official policies and documents	_____	_____	_____➔
Professional engagement			
Uses a number of strategies for home-school links to foster the educative process	_____	_____	_____➔
Demonstrates an understanding of the importance of reporting to parents	_____	_____	_____➔
Interacts effectively with school, community and professional personnel	_____	_____	_____➔
Understands teacher responsibilities and regulations and student rights	_____	_____	_____➔
Demonstrates a capacity to liaise with caregivers, colleagues, industry and local community	_____	_____	_____➔

E. Checklist for Pre-Service Teacher and Mentor Teacher(s)

One week before PE	Ring Mentor Teacher(s) and ask for an appropriate time to talk about routines, teaching resources, equipment, rooms, timetables and facilities.	<input type="checkbox"/>
	Pre-service Teachers should make a pre-Professional Experience visit to the school to meet with the Mentor Teacher(s) and if appropriate the Principal. Where possible, obtain a copy of the teaching timetable for the first week of your Professional Experience teaching.	<input type="checkbox"/>
Last day before PE	Contact the Tertiary Supervisor and provide them with a copy of your teaching timetable (include times, class(s) and room numbers).	<input type="checkbox"/>
Day 1	Mainly Orientation and Observation. Begin Observation Journal (OJ) for EXP211, 212, & 311. .	<input type="checkbox"/>
Day 2	First lesson plan discussed with Mentor Teacher(s) and discuss plans for future lesson plans (this is to be an ongoing process). Ensure that Mentor Teacher(s) understands the use of and expectations for Form I (Lesson Evaluation Form) for EXP212, 311 & 312. .	<input type="checkbox"/>
Day 3 - 5	Teach and observe according to schedule	<input type="checkbox"/>
Day 5	Reviews progress toward forthcoming Reports for all placements.	<input type="checkbox"/>
Week 2	Contact Tertiary Supervisor at least once and discuss progress of Professional Experience and arrange the Tertiary Supervisor's visit for. EXP212, 311 & 312.	<input type="checkbox"/>
Day 10	Discuss with Mentor Teacher(s) Initial/Interim Report and/or progress towards forthcoming Report. Ensure the Report is signed by the Mentor Teacher(s).	<input type="checkbox"/>
Day 20	For both Minors and Major , cross check all required documentation with your Mentor Teacher(s), and ensure they have all the information necessary to complete their obligations. Advise them to request a Professional Experience Supervision Remuneration Form from the Tertiary Supervisor.	<input type="checkbox"/>



ALPHACRUCIS COLLEGE

F. Lesson Observation

This form provides a model for lesson observation.

Teacher:Lesson:Subject:

School:Date:

Key questions

1. Were the outcomes achievable and observable?
2. Was the content appropriate?
3. Were resources appropriate and well organized?

Communication

1. How did the teacher give clear appropriate instructions?
2. How did the teacher speak fluently and use the voice skilfully e.g. volume and tone
3. How did the teacher use a variety of non-verbal communication signals? e.g. eye contact, gestures etc

Lesson sequence and implementation

1. How did the teacher sequence the lesson?
2. How did the teacher provide positive reinforcement?
3. What questioning techniques did the teacher use?

The unexpected

1. Describe the incident.
2. Did the teacher use the unexpected as a teaching and learning platform?
3. How did the students respond to the unexpected?



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G. Lesson Plan

Pre-service Teacher: _____

Learning Area:	Year Level :	Class Size:
Timing:		
Topic:		
Curriculum Connections: (include standards and progression points, if relevant)		
Biblical Context:		

Intended learning outcomes	<i>What knowledge, skills and values will be the focus of the lesson?</i>
Assessment	<ul style="list-style-type: none"> ▪ <i>How will I know that my intended learning outcomes have been achieved?</i> ▪ <i>What evidence will I collect to show students' learning? (discussion, responses to questions, samples of work, presentations, written exercises etc)</i>
Prep (negotiation)	<ul style="list-style-type: none"> • <i>What planning can I do with others?</i> • <i>How can I find out what the students already know? How can I build on their knowledge and experiences?</i> • <i>How can I give students some ownership of the lesson by determining content? What choices can I offer students within the lesson?</i>
Procedure	<p>Engagement: <i>What will be a good attention grabber to start the lesson? How will I connect students with their past learning experiences and prior knowledge of the topic? How will I make the expectations and the intended outcomes for this lesson explicit?</i></p> <p>Learning experiences: <i>What learning experiences will best develop the intended outcomes? What Instructions will I need to give? What examples might I need to show? What is the logical sequence of the learning experiences? How will I differentiate the learning experiences to include all students? What will I prepare for 'fast finishers'? What time allocation do the learning experiences require?</i></p> <p>Classroom organization: <i>How will I set up the classroom for this lesson? What grouping arrangements will be the most strategic? What balance of whole class, small group and independent learning experiences will I use?</i></p> <p>Dialogue: <i>What opportunities can I create for dialogue? What questions can I ask to encourage exploration of concepts and big ideas? What spaces can I make for student questions?</i></p> <p>Reflection: <i>How will I get students to reflect on their learning?</i></p>

	Closure: <i>How will I bring closure to the lesson? How will I ensure the room is ready for the next class?</i>
Resources	<ul style="list-style-type: none"> ▪ <i>What resources will I need to support the lesson?</i> ▪ <i>What equipment do I need to check prior to the lesson?</i> ▪ <i>What materials do I need to prepare?</i> ▪ <i>What other arrangements are necessary? e.g. booking multimedia, organizing a speaker, notifying other teachers of changes to routine, room layout etc.)</i>
Questions	<i>What questions can I plan to support student learning and encourage discussion of big ideas? How will I encourage students to ask questions?</i>
Reflection	<i>How will I get students to reflect on their learning? How can I use assessment information to improve student learning?</i>
Evaluation	<ul style="list-style-type: none"> ▪ <i>What worked well? What would I modify? What would I do differently next time?</i> ▪ <i>Which students do I need to follow up? What do I need to build on in the next lesson?</i> ▪ <i>How can I use the assessment information to improve student learning?</i>

Lesson Planning Checklist	
Have I consulted relevant curriculum organizers?	
Are my learning objectives and/or purposes clearly defined?	
Have I front loaded the assessment?	
Have I determined students' prior knowledge and experiences of the topic?	
Are there some opportunities for some student input/choice?	
Have I considered how I will set the room up and use the learning spaces?	
Have I thought about the grouping arrangements I will use?	
Is my lesson content inclusive of all students in the class?	
Will my lesson both engage and challenge the students?	
Do the learning experiences cater for students' abilities different and learning styles?	
Is the sequencing and timing of activities logical and achievable?	
Are the learning strategies appropriate for this class?	
Have I prepared some open-ended questions to focus discussions?	
Have I created spaces for student questions?	
Have I checked the availability of resources and tested equipment?	
Have I considered how I will draw closure?	
Have I considered how will I assess the students' learning?	
Have I included opportunities for students to reflect on their own learning?	

Adapted from Godinho, Sally. (2015). Planning for practice: connecting pedagogy, assessment and curriculum. In *Teaching: Making a Difference*. Milton, Qld: John Wiley and Sons

Professional Critical Reflection:

What did I learn about teacher’s work in constructing this lesson?

How do I intend to measure and record evidence of student achievement of the learning outcomes from this lesson?

Unit Learning outcome	How is it being measured and recorded?

What evidence exists in the lesson to support my professional standards achievement for accreditation?

Graduate standard	Evidence of achievement

What are the Workplace Health and Safety Concerns I should be aware of in carrying out this lesson?

--

Seen by Mentor Teacher(s) before lesson: Yes/No

Debriefed afterwards: Yes/No



ALPHACRUCIS COLLEGE

H. Pre-Service Teacher's Lesson Self Evaluation

To be used in the Initial Professional Experience (EXP211) only. The number of criteria may be negotiated between the Pre-Service Teacher and Mentor. Not all lessons will require a self-evaluation form, however a minimum of two are to be submitted.

Pre-Service Teacher: _____

Mentor Teacher(s): _____

Key Learning Area(s): _____ Unit: _____

Topic/Lesson Focus: _____

Class/Stage: _____ Date: _____ Time: _____

	N	B	S	H
PLANNING AND PREPARATION				
Identifies appropriate learning outcomes				
Selected appropriate teaching and learning activities that engaged students				
Identified students with specific needs and considered their individual requirements *				
Employs a range of group structures				
Lesson plan written and presented prior to lesson				
Lesson content is logical, sequential and clearly structured				
Resources appropriate and well organized				
Assessment strategy/strategies appropriate				
Utilises available Information and Communication Technologies				
COMMUNICATION				
Identifies and articulates clear and appropriate learning outcomes to students				
Spoke fluently, modelling correct speech				
Modelled correct written communication				
Made effective use of non-verbal communication				
Encouraged/listened to learner initiatives				
Use a range of questioning to promote higher thinking				
Gave appropriate oral and written feedback				
Use narrative techniques when explaining				

LESSON SEQUENCE AND IMPLEMENTATION				
Introduction was appropriate				
Experiences were authentic and motivated and engaged students				
Demonstrated a range of focus questions to engage students				
Appropriate response to student comments/questions				
Positive reinforcement used throughout lesson				
Maintained effective pacing				
Recognised and provided for individual differences *to ensure connectedness				
Conclusion was appropriate				
CLASSROOM MANAGEMENT				
Established and maintained effective management strategies				
Anticipated potential problems and adjusted teaching accordingly				
Chose appropriate disciplinary consequences				
Took into account specific individual behaviour needs *				
Managed whole class, small groups and individuals.				
Fostered a learning community that valued learning				
Ensured a safe learning environment				

*Aboriginal and Torres Strait Islander students; Students with special needs; Non-English speaking background students; Students with challenging behaviours.

Signed Pre-Service Teacher: _____

Date: _____

Signed Mentor Teacher: _____

Date: _____



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IA. Minors - Lesson Evaluation by Mentor or Tertiary Supervisor Form

Teach us to number our days aright, that we may gain a heart of wisdom. Psalm 90:12 (NIV)

To be used in Minor Professional Experience (EXP212 and 311).

Not all lessons require an evaluation form; however a minimum of 5 are required.

Pre-service Teacher: _____ Mentor Teacher: _____

Key Learning Area(s): _____ Unit: _____

Topic/Lesson Focus: _____

Class/Stage: _____ Date: _____ Time: _____

	Pre-service Teacher has demonstrated use or awareness of:	N	B	S	H	O	n/a
1	KNOW STUDENTS AND HOW THEY LEARN						
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.						
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.						
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds						
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.						
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.						
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.						
2	KNOW THE CONTENT AND HOW TO TEACH IT						
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.						
2.2.1	Organise content into an effective learning and teaching sequence.						
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.						
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.						

2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.						
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.						
3	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING						
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.						
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.						
3.3.1	Include a range of teaching strategies.						
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.						
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.						
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.						
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.						
4	CREATE AND MAINTAIN SUPPORTING AND SAFE LEARNING ENVIRONMENTS						
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.						
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.						
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.						
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.						
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.						
5	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING						
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.						
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning						
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.						
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.						
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.						

6	ENGAGES IN PROFESSIONAL LEARNING						
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.						
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.						
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.						
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.						
7	ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY						
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.						
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage						
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.						
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.						

Further Comments:

In the event that the Pre-service Teacher is likely to receive an 'Unsatisfactory' for their overall assessment in their Minor Professional Experiences, specific feedback elaborating on areas of weakness and providing steps for remediation will be necessary.

*Aboriginal and Torres Strait Islander students; Students with special needs; Non-English speaking background students; Students with challenging behaviours.

Signed Pre-Service Teacher: _____ Date: _____

Signed Mentor Teacher: _____ Date: _____

Signed Tertiary Supervisor: _____ Date: _____



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IB. Major - Lesson Evaluation by Mentor Teacher(s) or Tertiary Supervisor

Teach us to number our days aright, that we may gain a heart of wisdom. Psalm 90:12 (NIV)

To be used in Major Professional Experiences (EXP312).

Not all lessons require an evaluation form; however a minimum of 5 are required.

Pre-service Teacher: _____ Mentor Teacher: _____

Key Learning Area(s): _____ Unit: _____

Topic/Lesson Focus: _____

Class/Stage: _____ Date: _____ Time: _____

	Pre-service Teacher has demonstrated use or awareness of:	N	B	S	H	O	n/a
1	KNOW STUDENTS AND HOW THEY LEARN						
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.						
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.						
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds						
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.						
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.						
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.						

2	KNOW THE CONTENT AND HOW TO TEACH IT						
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.						
2.2.1	Organise content into an effective learning and teaching sequence.						
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.						
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.						

2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.						
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.						

3	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING						
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.						
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.						
3.3.1	Include a range of teaching strategies.						
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.						
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.						
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.						
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.						

4	CREATE AND MAINTAIN SUPPORTING AND SAFE LEARNING ENVIRONMENTS						
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.						
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.						
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.						
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.						
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.						

5	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING						
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.						
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning						
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.						
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.						

5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.						
-------	--	--	--	--	--	--	--

6	ENGAGES IN PROFESSIONAL LEARNING						
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.						
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.						
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.						
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.						

7	ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY						
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.						
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage						
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.						
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.						

Further Comments:

In the event that the Pre-service Teacher is likely to receive an 'Unsatisfactory' for their overall assessment in their Major Professional Experience, specific feedback elaborating on areas of weakness and providing steps for remediation will be necessary.

*Aboriginal and Torres Strait Islander students; Students with special needs; Non-English speaking background students; Students with challenging behaviours.

Signed Pre-Service Teacher: _____ Date: _____

Signed Mentor Teacher: _____ Date: _____

Signed Tertiary Supervisor: _____ Date: _____



J. Interim Review

Teaching Professional Experience: Initial Minor 1 Minor 2 Major

This assessment should be completed by the Mentor Teacher(s) by the end of the Initial Professional Experience (2 weeks), and by the end of week 2 of both the Minors and Major Professional Experience. Consult the more detailed descriptions of the listed elements below elsewhere in this handbook.

It is advisable that the Mentor Teacher(s) should discuss this review with the Tertiary Supervisor so that the Pre-service Teacher may clearly understand which element(s) are developing well and which need more attention. Please initiate contact with the Tertiary Supervisor at your soonest convenience if the overall grading is anticipated to be 'unsatisfactory'.

Please place an X in the boxes below to indicate the appropriate rating.

PROFESSIONAL KNOWLEDGE - STUDENTS Comment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N B S H O	PROFESSIONAL KNOWLEDGE - CONTENT Comment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N B S H O
PROFESSIONAL PRACTICE – PLAN FOR Comment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N B S H O	PROFESSIONAL PRACTICE – SAFE Comment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N B S H O
PROFESSIONAL PRACTICE – ASSESSMENT Comment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N B S H O	PROFESSIONAL ENGAGEMENT - LEARNING Comment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N B S H O
PROFESSIONAL ENGAGEMENT – COLLEAGUES, PARENTS/CARERS & COMMUNITY Comment: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N B S H O	

Both ratings and brief comments are needed. Rating and comments should be made in terms of what may reasonably be expected of Pre-service Teachers during this Professional Experience in a school.

N	Not yet satisfactory	Performed below an acceptable standard for this stage
B	Basic competence	Performed at a minimal level for this stage for the majority of lessons
S	Sound competence	Consistently sound performance from a pre-service teacher at this stage
H	High competence	Above that which could reasonably be expected from a pre-service teacher
O	Outstanding competence	Well above that which could reasonably be expected at this stage

Signed Pre-Service Teacher: _____ Date: _____

Signed Mentor Teacher: _____ Date: _____

Signed Tertiary Supervisor: _____ Date: _____



ALPHACRUCIS COLLEGE

K. Initial Professional Experience Record of Attendance

Pre-Service Teacher: _____ ID: _____
School: _____

Tertiary Supervisor: _____
Mentor Teacher: _____

The Pre-Service Teacher must complete this form. Please indicate time of ARRIVAL and time of DEPARTURE against each date and initial each entry.

Day	Date	Arrival Time	Pre-Service Teacher's Initials	Departure Time	Pre-Service Teacher's Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Supplementary Dates: _____
(Arranged due to Pre-service Teacher's extended absence)

Total number of days completed: _____

Signed Pre-Service Teacher: _____ Date: _____

Signed Mentor Teacher: _____ Date: _____



ALPHACRUCIS COLLEGE

L. Minor Professional Experience Report

Pre-Service Teacher: _____ ID: _____

Mentor Teacher: _____

Grade(s)/Subject(s): _____

School Supervisor: _____ Days absent: _____

Tertiary Supervisor: _____

School: _____

OVERALL RATING FOR THIS MINOR PROFESSIONAL EXPERIENCE																			
Mentor Teacher(s) <i>(please indicate with X your rating of the Pre-Service Teacher's current competency level.)</i>																			
NOT YET SATISFACTORY (N)				BASIC LEVEL OF COMPETENCE (B)				SOUND LEVEL OF COMPETENCE (S)				HIGH LEVEL OF COMPETENCE (H)				OUTSTANDING LEVEL OF COMPETENCE (O)			
Mentor Teacher(s)'s Signature(s) Date																			
School Supervisor's Signature Date																			
Tertiary Supervisor <i>(please indicate with X your rating of the Pre-service Teacher's current competency level.)</i>																			
NOT YET SATISFACTORY (N)				BASIC LEVEL OF COMPETENCE (B)				SOUND LEVEL OF COMPETENCE (S)				HIGH LEVEL OF COMPETENCE (H)				OUTSTANDING LEVEL OF COMPETENCE (O)			
Tertiary Supervisor's Signature Date																			
Pre-Service Teacher's Signature Date																			
SCHOOL CONTEXT: <i>Mentor Teacher(s) is to describe the school context and the classes encountered by the Pre-Service Teacher.</i>																			
Comments																			



ALPHACRUCIS COLLEGE

M. Minor Professional Experience Record of Attendance

Pre-Service Teacher _____ ID _____

School _____

Tertiary Supervisor: _____

Mentor Teacher: _____

The Pre-Service Teacher must complete this form. Please indicate ARRIVAL and DEPARTURE and initial each entry.

Day	Date	Arrival Time	Pre-Service Teacher's Initials	Departure Time	Pre-Service Teacher's Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Supplementary Dates: _____ Total number of days completed: _____

Arranged due to Pre-service Teacher's extended absence

Signed Pre-Service Teacher: _____ Date: _____

Signed Mentor Teacher: _____ Date: _____

Signed Tertiary Supervisor: _____ Date: _____

N. Minor Professional Experience Graded Profile

To be completed by the Mentor Teacher.

	Pre-service Teacher has demonstrated use or awareness of:	N	B	S	H	O	n/a
1	KNOW STUDENTS AND HOW THEY LEARN						
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.						
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.						
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds						
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.						
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.						
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.						
2	KNOW THE CONTENT AND HOW TO TEACH IT						
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.						
2.2.1	Organise content into an effective learning and teaching sequence.						
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.						
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.						
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.						
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.						

3	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING						
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.						
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.						
3.3.1	Include a range of teaching strategies.						
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.						
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.						
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.						
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.						

4	CREATE AND MAINTAIN SUPPORTING AND SAFE LEARNING ENVIRONMENTS						
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.						
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.						
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.						
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.						
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.						

5	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING						
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.						
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning						
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.						
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.						
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.						

6	ENGAGES IN PROFESSIONAL LEARNING						
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.						
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.						
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.						
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.						
7	ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY						
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.						
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage						
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.						
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.						

*Aboriginal and Torres Strait Islander students; students with special education needs; non-English speaking background students; students with challenging behaviours.

In the event that the Pre-service Teacher is likely to receive and 'Unsatisfactory' for their overall assessment in their Minor Professional Experience, specific feedback elaborating on areas of weakness and providing steps for remediation will be necessary.

Comment: general summary and evaluation

Signed Pre-Service Teacher: _____ Date: _____

Signed Mentor Teacher: _____ Date: _____

Signed Tertiary Supervisor: _____ Date: _____



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O. Major Professional Experience Final Teaching Report – EXP312, 20 Days

To be completed by the Mentor Teacher(s), School Supervisor (if applicable), the Pre-service Teacher and the Program Director. This report must be completed online or hardcopy within two weeks of the completion of the Professional Experience. This report will be validated by Alphacrucis College. It is not valid without the Alphacrucis College stamp and the date and signature of the Program Director, Bachelor of Education (Primary).

PRE-SERVICE TEACHER				I.D.
SCHOOL				
MENTOR TEACHER(S)				
SCHOOL SUPERVISOR				
TERTIARY SUPERVISOR				
DATES	From	To	Total Days	
CLASS/SUBJECTS				

Ratings & brief comments are required from the Mentor Teacher(s). Rating only is required from the Tertiary Supervisor.

N	Not yet satisfactory	Performed below an acceptable standard for this stage
B	Basic competence	Performed at a minimal level for this stage for the majority of lessons
S	Sound competence	Consistently sound performance from a pre-service teacher at this stage
H	High competence	Above that which could reasonably be expected from a pre-service teacher
O	Outstanding competence	Well above that which could reasonably be expected at this stage

OVERALL RATING FOR MAJOR PROFESSIONAL EXPERIENCE														
Mentor Teacher(s) (please indicate with X your rating of the Pre-Service Teacher's competency level.)														
NOT YET SATISFACTORY (N)	BASIC LEVEL OF COMPETENCE (B)				SOUND LEVEL OF COMPETENCE (S)				HIGH LEVEL OF COMPETENCE (H)				OUTSTANDING LEVEL OF COMPETENCE (O)	
Mentor Teacher(s) Signature(s) Date														
School Supervisor's Signature Date														
Tertiary Supervisor (please indicate with X your rating of the Pre-service Teacher's current competency level.)														
NOT YET SATISFACTORY (N)	BASIC LEVEL OF COMPETENCE (B)				SOUND LEVEL OF COMPETENCE (S)				HIGH LEVEL OF COMPETENCE (H)				OUTSTANDING LEVEL OF COMPETENCE (O)	
Tertiary Supervisor's Signature Date														
Pre-Service Teacher's Signature Date														
SCHOOL CONTEXT: Mentor Teacher(s) to describe the school context and the class(es)														

Ratings & brief comments are required from the Mentor Teacher(s)

Pre-service Teacher has demonstrated use or awareness of:						
1	KNOW STUDENTS AND HOW THEY LEARN	N	B	S	H	O
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.					
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.					
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds					
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.					
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.					
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.					
<i>Comment:</i>						
2	KNOW THE CONTENT AND HOW TO TEACH IT	N	B	S	H	O
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.					
2.2.1	Organise content into an effective learning and teaching sequence.					
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.					
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.					
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.					
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.					
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.					

<i>Comment:</i>						
3	PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	N	B	S	H	O
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.					
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.					
3.3.1	Include a range of teaching strategies.					
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.					
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.					
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.					
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.					
<i>Comment:</i>						
4	CREATE AND MAINTAIN SUPPORTING AND SAFE LEARNING ENVIRONMENTS	N	B	S	H	O
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.					
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.					
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.					
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.					
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.					
<i>Comment:</i>						
5	ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	N	B	S	H	O

5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.					
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning					
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.					
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.					
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.					
<i>Comment:</i>						
6	ENGAGES IN PROFESSIONAL LEARNING	N	B	S	H	O
6.1.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.					
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.					
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.					
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.					
<i>Comment:</i>						
7	ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	N	B	S	H	O
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.					
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage					
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.					
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.					

Comment:

PRE-SERVICE TEACHER'S PARTICULAR COMPETENCIES, ABILITIES, CONTRIBUTIONS OR STRENGTHS

Mentor Teacher(s)' summary statement:

Mentor Teacher(s)'s Signature.....Date.....

Pre-service teacher's summary statement:

Pre-Service Teacher's Signature.....Date.....

School supervisor's comments *(if applicable):*

School Supervisor's Signature.....Date

In the event that the Pre-Service Teacher is likely to receive an 'Unsatisfactory' for their overall assessment in their Major Professional Experience, specific feedback elaborating on areas of weakness and providing steps for remediation will be necessary one week (minimum) prior to the final week of Professional Experience.

Program Director, Bachelor of Education (Primary) summary statement:

Program Director, Bachelor of Education (Primary) Signature.....Date.....

Alphacrucis College Stamp:



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P. Major Professional Experience Record of Attendance

Pre-service Teacher _____ ID _____

School Name: _____

Tertiary Supervisor: _____

Mentor Teacher: _____

Pre-service Teacher: Please indicate time of ARRIVAL and DEPARTURE against each date below and initial each entry.

Day	Date	Arrival Time	Pre-Service Teacher's Initials	Departure Time	Pre-Service Teacher's Initials
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Supplementary Dates (Arranged due to extended absence of Pre-service Teacher) _____

Total number of days completed by the Pre-service Teacher: _____

Signed Pre-Service Teacher: _____ Date: _____

Signed Mentor Teacher: _____ Date: _____

Signed Tertiary Supervisor: _____ Date: _____

Q. Descriptors for Writing Major Professional Experience Final Teaching Report

In completing the Major Professional Experience Final Teaching Report, Mentor Teacher(s) are to check the PST's competence against the descriptors from the *Australian Professional Standards for Teachers* and indicate in the body of the report where a PST has strengths, weakness or has failed to address this aspect during their time on the Major Professional Experience.

1 Know students and how they learn

- Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
- Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

2 Know the content and how to teach it

- Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
- Organise content into an effective learning and teaching sequence.
- Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
- Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
- Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

3. Plan for and implement effective teaching and learning

- Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- Include a range of teaching strategies in teaching.
- Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.
- Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- Describe a broad range of strategies for involving parents/carers in the educative process.

4. Create and maintain supporting and safe learning environments

- Identify strategies to support inclusive student participation and engagement in classroom activities.
- Demonstrate the capacity to organise classroom activities and provide clear directions.
- Demonstrate knowledge of practical approaches to manage challenging behaviour.
- Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
- Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

5. Assess, provide feedback and report on student learning

- Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.
- Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
- Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning
- Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement

6. Engage in professional learning

- Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs
- Understand the relevant and appropriate sources of professional learning for teachers
- Seek and apply constructive feedback from supervisors and teachers to improve teaching practices
- Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning

7. Engage professionally with colleagues, parents/carers and the community

- Understand and apply the key principles described in codes of ethics and conduct for the teaching profession
- Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage
- Understand strategies for working effectively, sensitively and confidentially with parents/carers
- Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice

S. Alternative Arrangements for the Completion of a Professional Experience Placement

This form should be completed on the last day of either Minor or Major Professional Experience placement and submitted to the Professional Experience Office.

Pre-Service Teacher: _____

School: _____

Mentor Teacher: _____

Class(es)/Subject(s): _____

Student Contact Details:

Address: _____

Contact Phone Number: _____

Email: _____

Reason Pre-service Teacher/ student needs to make up time:

When extra days of Professional Experience are required to make up missed time, please specify the dates when the student will be at the school:

Signed Pre-Service Teacher: _____ Dated: _____

Signed Mentor Teacher: _____ Dated: _____

T. Critical Incident/Accident Form

DETAILS OF THE PERSON INJURED OR INVOLVED

Title: Dr, Mr, Ms, Mrs, Miss

Given Name(s): **Surname**

Gender: Male Female

Date of Birth:

Student No:

Professional Experience Placement:

Telephone Home:

Mobile:

School:

Email:

DETAILS OF ACCIDENT

Date and Time of Accident:

Location of Accident:

Description of the Accident:

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DETAILS OF INJURY/CONDITION/DISEASE DETAILS

Did the person suffer an injury? Yes No

Description of Injury/Condition/Disease:

.....
.....
.....

Medical Treatment for this accident:

a) When did the person first seek or receive medical treatment? (date/time)

.....
.....
.....

b) Who provided the medical treatment?

c) How long is the Professional Experience student anticipated to have time off work?

.....

d) Was this accident reported to the Tertiary Supervisor? Yes/No

WITNESSES

Name and address of witness(es) to the accident.

.....
.....

SIGNATURE OF PERSON INJURED/INVOLVED

Name: Signature:

SIGN OFF

Name of School Staff Member reporting this.....

Contact Number:

Signature Date

Name of Tertiary Supervisor:

Signature Date.....



ALPHACRUCIS COLLEGE

U. Summary of Professional Experience Results

“We are transformed by God for our purpose as teachers and developed in the community of Christ to shine in the world”. Jennie Bickmore-Brand (2008)

✓ Pre-service Teacher:

	NOT YET SATISFACTORY (N)	BASIC LEVEL OF COMPETENCE (B)	SOUND LEVEL OF COMPETENCE (S)	HIGH LEVEL OF COMPETENCE (H)	OUTSTANDING LEVEL OF COMPETENCE (O)
EXP211 Initial					
EXP212 Minor					
EXP311 Minor					
EXP312 Major					
EXP211 OJ					
EXP212 OJ					
EXP311 OJ					
Professional ePortfolio					
Overall Final Result					

Comments:

Tertiary Supervisor

Name:

Date:



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V. Observational Visits (OV) - Record of Attendance

Pre-Service Teacher _____ ID _____

Educational Settings _____ Abbreviation _____
 _____ Abbreviation _____
 _____ Abbreviation _____
 _____ Abbreviation _____
 _____ Abbreviation _____

Tertiary Supervisor _____

The Pre-Service Teacher must complete this form. Please indicate time of ARRIVAL and time of DEPARTURE against each date and initial each entry.

Day	Date	Ed Setting Abbreviation	Arrival Time	Pre-Service Teacher's Initials	Departure Time	Pre-Service Teacher's Initials
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Supplementary Dates: _____
 (Arranged due to Pre-service Teacher's absence)

Total number of days completed: _____

Signed Pre-Service Teacher: _____ Date: _____

Signed Tertiary Supervisor: _____ Date: _____

W. National Literacy and Numeracy Test (NLNT)

[National Literacy and Numeracy Test - information for AC Education pre-service teachers.](#)

The Australian Government has introduced a **National Literacy and Numeracy Test (NLNT)** (previously called the **Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)**) from 2016. A pass in this test is a graduation requirement for all pre-service teachers in order to gain Provisional Accreditation through BOSTES; however, from **Semester 2 2016** we require all initial Teacher Education students to sit and pass the NLNT prior to final placement (*EXP312 Professional Experience 4* for Bachelor students and *EDU500C Professional Experience* for Masters students), results from a passed NLNT being posted on the relevant Moodle site prior to starting final placement.

An overview:

- The Test will apply to *all* students, irrespective of year of admission;
- AC Education does not **administer the National Test**. Visit the [ACER website](#) for detailed information on the Test, testing windows and how to register;
- Registrations for the August test window will open on **Monday 4 July 2016**.

Useful links:

Board of Studies, Teaching and Educational Standards NSW provides information on the Literacy and Numeracy Test Answers to eligibility and to frequently asked questions can be accessed from the following BOSTES website: <http://nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/literacy-and-numeracy-tests/>

Australian Council for Educational Research: <https://teacheredtest.acer.edu.au/>

Sample questions:

[https://teacheredtest.acer.edu.au/files/Literacy and Numeracy Test for Initial Teacher Education students - Sample Questions.pdf](https://teacheredtest.acer.edu.au/files/Literacy_and_Numeracy_Test_for_Initial_Teacher_Education_students_-_Sample_Questions.pdf)

Australian Government Department of Education and Training website- links to information on the Test: <https://www.studentsfirst.gov.au/teacher-quality>

Contacts for enquiries:

In the first instance please contact your program director for further information or support: [Jim Twelves](#) (Program Director, Master of Teaching (Primary) and (Secondary)) and [Stephen Brinton](#) (Program Director, Bachelor of Education (Primary)).

LiteracyandNumeracyTest@education.gov.au

contactus@bostes.nsw.edu.au or (02) 9367 8408 (BOSTES call centre for student enquiries)