FACULTY OF EDUCATION and ARTS

School of Education
Melbourne Campus
SEMESTER 1, 2014

UNIT CODE: EDFX315

PROFESSIONAL AND COMMUNITY EXPERIENCE (PCE) PROGRAM

GUIDELINES for ASSOCIATE TEACHERS and STUDENT-TEACHER COORDINATORS
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>OVERVIEW</td>
<td>3</td>
</tr>
<tr>
<td>DATES AND STRUCTURE OF THE PLACEMENT</td>
<td>4</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>4</td>
</tr>
<tr>
<td>LEGAL LIABILITY</td>
<td>4</td>
</tr>
<tr>
<td>WORKING WITH CHILDREN CHECK CARDS</td>
<td>4</td>
</tr>
<tr>
<td>RETURNING COMPLETED REPORT FORMS</td>
<td>5</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>5</td>
</tr>
<tr>
<td>ASSESSMENT TASKS</td>
<td>5</td>
</tr>
<tr>
<td>PRE-SERVICE TEACHER PROFESSIONAL CONDUCT</td>
<td>5</td>
</tr>
<tr>
<td>UNIVERSITY SUPERVISION FOR THIS PLACEMENT</td>
<td>7</td>
</tr>
<tr>
<td>GUIDELINES FOR ASSOCIATE TEACHERS AND STUDENT-TEACHER COORDINATORS</td>
<td>7</td>
</tr>
<tr>
<td>ROLE DESCRIPTION FOR SUPERVISORY ROLES</td>
<td>8</td>
</tr>
<tr>
<td>ASSESSMENT AND GRADING OF PRE-SERVICE TEACHER PERFORMANCE</td>
<td>9</td>
</tr>
<tr>
<td>AUSTRALIAN PROFESSION STANDARDS FOR TEACHERS</td>
<td>9</td>
</tr>
<tr>
<td>COMPLETING THE EDFX REPORT FORM</td>
<td>10</td>
</tr>
<tr>
<td>AT RISK ASSESSMENT</td>
<td>12</td>
</tr>
<tr>
<td>PROCEDURES FOR ‘AT-RISK’ PRE-SERVICE TEACHERS</td>
<td>13</td>
</tr>
<tr>
<td>MAKING UP NON-TEACHING DAYS</td>
<td>14</td>
</tr>
<tr>
<td>ASSOCIATE TEACHER CHECKLIST</td>
<td>17</td>
</tr>
<tr>
<td>Appendix 1: Lesson plan format</td>
<td>18</td>
</tr>
<tr>
<td>Appendix 2: Insurance statement</td>
<td>20</td>
</tr>
<tr>
<td>Appendix 3: Risk management plan</td>
<td>21</td>
</tr>
<tr>
<td>Appendix 4: Australian Professional Standards for Teachers</td>
<td>23</td>
</tr>
<tr>
<td>Appendix 5: Examples of evidence</td>
<td>26</td>
</tr>
<tr>
<td>Appendix 6: Notification for ‘at risk’ of unsatisfactory progress form</td>
<td>33</td>
</tr>
</tbody>
</table>
INTRODUCTION

These Guidelines for Associate Teachers and Student-Teacher Coordinators are designed to meet the needs of the pre-service teacher, Associate Teacher, Student-Teacher Coordinator, and University staff who work within the Professional and Community Experience (PCE) program at ACU. All of the stakeholders involved within the PCE program are encouraged to read the information contained within these guidelines. It is an expectation that all pre-service teachers will read the information contained within this document before the pre-round visit or phone call is made to the placement school. Student-Teacher Coordinators and Associate Teachers are encouraged to ask the pre-service teacher if he/she has read the EDFX315 Unit Outline as well as these Guidelines for Associate Teachers and Student-Teacher Coordinators when the pre-service teacher makes contact with the placement school.

The Professional and Community Experience (PCE) program at ACU aims to provide opportunities for pre-service teachers to apply the professional knowledge and practices that are learned through the academic units that are studied at the University. Through participation in a developmental sequence of professional experiences appropriately positioned throughout the course of their degree, it is expected that pre-service teachers come to appreciate and understand the complexities of the school setting, and develop a commitment to the teaching profession and a responsibility for continued learning and professional development.

Expectations for each placement differ and increase as pre-service teachers gain confidence and experience with enacting professional knowledge and practices whilst engaged in the field. Through the on-going support of schools and collaboration with Student-Teacher Coordinators, Associate Teachers, and University staff, pre-service teachers are offered opportunities to meet the expectations of their chosen Education course and the standards of teaching as prescribed in the Australian Professional Standards for Teachers (AITSL, 2012).

The Australian Catholic University extends its appreciation to all stakeholders involved in the Professional and Community Experience program.

OVERVIEW

This is the first supervised teaching placement of the pre-service teacher’s course of study for a in the primary school setting. This placement forms part of the Professional and Community Experience (PCE) program which is an important component of the pre-service teacher’s course. The pre-service teacher will spend an extended period of time in schools where he/she will contribute to the planning, teaching, assessment, and management of his/her assigned classroom under the supervision of the Associate Teacher.

This professional experience in the primary teacher education program provides opportunities for preservice teachers to become immersed in the life of the school program through participation in a combination of full-day professional experiences and a short block practicum. During this experience the preservice teacher will work initially with small groups, particularly in the areas of literacy and numeracy, thus integrating education and professional studies undertaken at the University, and the school-based professional learning experiences. This professional experience should develop and extend preservice teachers’ teaching, learning and management strategies.
DATES AND STRUCTURE OF THE PLACEMENT

The dates for this EDFX315 placement are:

Tuesday 10th June to Friday 27th June 2014

The EDFX units (placement) are conducted in the same way as any other academic unit that forms part of the pre-service teacher’s Education course. The EDFX units are concerned with intensive sustained teaching, and they are an opportunity for the pre-service teacher to explore and transform theoretical understandings in a practical setting.

LEARNING OUTCOMES

The Bachelor of Education (Early Childhood/Primary) course is a professional program that requires development of particular attributes for accreditation purposes. These are also included in the Learning Outcomes.

On successful completion of this unit, preservice teachers will be able to:

1. establish links between the theoretical perspectives considered during education and professional studies undertaken at University and professional practice in schools (Graduate attributes 5 and 6);
2. develop and implement appropriate classroom teaching and learning strategies (Graduate attribute 8); and
3. reflect critically and evaluate their classroom experiences as a means to develop and refine professional practice (Graduate attribute 4).

LEGAL LIABILITY

While it is desirable for the pre-service teacher to become fully involved in school activities, it should be noted that the pre-service teacher cannot assume the legal responsibility of an employed, fully qualified and registered teacher. The pre-service teacher does not have duty of care. The principal and staff of the school are legally responsible for their students at all times. At no time should the pre-service teacher be left unsupervised whilst on placement.

If the pre-service teacher does not heed this legal liability, and takes sole control of the class, with or without the knowledge of the Associate Teacher, the pre-service teacher will automatically place him/herself ‘at-risk’ of failing the placement. If this should happen, the Associate Teacher and/or the Student-Teacher Coordinator must contact the Professional and Community Experience (PCE) Office immediately. The appropriate University staff member will provide advice to both the school and the pre-service teacher about the importance of legal liability, and ramifications for not heeding legal liability.

WORKING WITH CHILDREN CHECK CARDS

It is a legal requirement in Victoria that pre-service teachers carry at all times a valid Working With Children Check (WWCC) card. The WWCC must be carried whenever the pre-service teacher is on school grounds or undertaking responsibilities associated with the teaching placement (e.g., excursion, school camps, etc.). If the pre-service teacher does not produce a valid WWCC card when asked to do so by placement school staff or University staff, the pre-service teacher will be asked to leave the school grounds immediately. Termination of the placement will occur if the pre-
service teacher cannot show appropriate placement school staff or University staff members a valid WWCC card.

RETURNING COMPLETED REPORT FORMS

The pre-service teacher is responsible for the return of his/her completed and signed EDFX Report Form. The pre-service teachers is requested to collect his/her EDFX Report Form from their Associate Teacher or Student Teacher Coordinator on his/her final afternoon at school. The pre-service teacher is asked to return the form to their respective University campus immediately when the round concludes. The EDFX Report Form must be submitted to the relevant PCE Office within one week of the conclusion of the placement. Placement schools are requested to ensure that the Report Form has been completed prior to the conclusion of the placement, and it is ready for collection by the pre-service teacher on the final afternoon of the placement.

ASSESSMENT

In order to pass this EDFX unit, the pre-service teacher is required to:

- Enact all professional responsibilities and conduct him/herself in a professional manner at all times to the satisfaction of placement school and University staff;
- Attend all days of the placement, making up any absences as required (see the relevant document in Guidelines for Associate Teacher and Student-Teacher Coordinator);
- Demonstrate achievement of the learning outcomes;
- Demonstrate increasing understanding and proficiency with the Australian Professional Standards for Teachers;
- Complete all assessment tasks associated with the placement to the satisfaction of the Associate Teacher and Student-Teacher Coordinator, and maintain these tasks in a teaching folder that is at the standard expected for the teaching profession;
- Receive a numerical score greater than 3.5 and a SATISFACTORY grade as awarded by the Associate Teacher; and,
- Return the completed and signed EDFX Report Form to the PCE Office by the due date (one week after the completion of the placement)

ASSESSMENT TASKS

All of the pre-service teachers are required to complete a number of assessment tasks for this EDFX315 unit. It is the responsibility of the pre-service teacher to inform the Associate Teacher and/or the Student-Teacher Coordinator of these tasks. Associate Teachers and Student-Teacher Coordinators are kindly asked to support the pre-service teacher so that they can complete the assessment tasks that are set for this EDFX315 unit.

Towards the end of the placement, the Associate Teacher is asked to check that the pre-service teacher has completed the assessment tasks. To pass this EDFX315 unit, the pre-service teacher must show the Associate Teacher the completed assessment tasks which should be maintained in the pre-service teacher’s teaching folder.

PRE-SERVICE TEACHER PROFESSIONAL CONDUCT

The School of Education values and expects professional conduct to be enacted by all pre-service teachers at all times. It is expected that that pre-service teachers are courteous and cooperative when dealing with placement school staff members and University staff members. Professional
conduct also extends to dress codes. Pre-service teachers are expected to adopt the standards of dress that are set by the placement school.

The following key elements of professional conduct are particularly important and must be observed by the pre-service teacher. A pre-service teacher must not:

- develop a relationship with any student that is, or that can be misinterpreted as having a personal rather than a professional interest in a student;
- use mobile phones during set teaching times during the school day for any other purpose than supporting student learning or teaching;
- overuse mobile phones during meal times in the staff room;
- use his/her mobile phone when conducting supervision of students (e.g., yard duty);
- engage in contact with students via social media (Facebook, Twitter, Instagram, etc.) unless written approval by the Associate Teacher is given and that social media is strictly used with matters related to curriculum or education; and,
- invite students to join his/her personal electronic social networking site(s) or accept any invitations to join students’ electronic social networking sites.

All pre-service teachers are also required to enact the following professional responsibilities. It is the responsibility of the pre-service teacher to ensure that they are monitoring their enactment of these responsibilities. Associate Teachers and Student-Teacher Coordinators are asked to monitor the enactment of these responsibilities.

The pre-service teacher is required:

1. to attend the Professional and Community Experience Program briefing and debriefing sessions as scheduled
2. to carry their valid Working With Children Check Card at all times whilst at the school and on excursions, etc.
3. to make contact and a pre-round visit to the placement school (remote and rural areas exempt from such a visit but a phone call must be made to the school to discuss details pertaining to the placement)
4. to take part in yard duty, lunch supervision, staffroom commitments, etc.
5. to maintain, at all times, conduct which is responsible and professional (including the use of technology for communication and teaching)
6. to establish a caring and conscientious teacher image for students to model
7. to dress professionally
8. to assist in the care and maintenance of the classroom
9. to arrive no later than 8.30 a.m. each morning and to remain until at least 4.00 p.m. daily. Some schools may require an earlier arrival time or later departure time. Therefore, it is the responsibility of the pre-service teacher to inquire about the arrival and departure times that are designated by the placement school.
10. to inform the Principal/Student Teacher Coordinator no later than 8.00 a.m. if the pre-service teacher is unable to attend school on a particular day. Failure to do this is to be reported to the University without delay, as this may constitute a record of non-achievement for the round. (A Doctor's Certificate should normally be provided).
11. all absences will need to be made up. Please negotiate such arrangements with the assigned school and notify the local campus Professional and Community Experience Office of the number of days to be made up. Pre-service teachers will be required to arrange and
make up time lost because of illness or misfortune and provide signed evidence from the school that the time lost has been made up.

12. ensure that all assessment tasks are completed at a level that is expected for the teaching profession and that provisions have been made for the Associate Teacher to read and comment on the quality of the responses to the assessment tasks.

13. Return of the Report form within one (1) week of completing the placement

If there is concern on the part of the Associate Teacher and/or Principal/Student Teacher Coordinator about a pre-service teacher's classroom management, teaching performance, attitude or professional conduct, please notify the Professional and Community Experience (PCE) Office as soon as possible. The University will support all involved in such a situation which includes supporting the pre-service teacher, Associate Teacher, and Student Teacher Coordinator when an UNSATISFACTORY grade (NN) is required due to a lack of attention to performance and professional standards.

The School of Education reserves the right to terminate a placement at any time on grounds of unprofessional conduct demonstrated by the pre-service teacher. Upon termination, an UNSATISFACTORY (NN) grade will be awarded for the placement. The pre-service teacher is then required to contact the relevant PCE Placement Officer to make an appointment for a Round Review meeting with the PCE Coordinator.

UNIVERSITY SUPERVISION FOR THIS PLACEMENT

A University Supervisor will contact your school during the placement. This contact will be made via a phone call. The University Supervisor needs to speak to the Student-Teacher Coordinator to gain his/her perspective of how well the pre-service teacher is engaging with the placement. The Associate Teacher will also be asked to speak to the University Supervisor. The Associate Teacher will be asked to provide insights about how well the pre-service teacher is meeting the learning outcomes, completing the assessment tasks, and enacting evidence of working towards the Australian Professional Standards for Teachers.

It is expected that this supervision phone call will go for approximately 15 to 20 minutes.

If there are any concerns are identified with the pre-service teacher’s performance before the scheduled phone supervision call, please do not hesitate in contacting the PCE Placement Officer at the University campus via phone or email.

For Melbourne Campus, the PCE Placement Officer is Ms Fiona Ebdon.

PCE Placement Officer: Fiona Ebdon
Office location: Rm. 5:63 (115 Victoria Parade)
Email: fiona.ebdon@acu.edu.au
Telephone: 03 9953 3251

GUIDELINES FOR ASSOCIATE TEACHERS AND STUDENT-TEACHER COORDINATORS

The following guidelines are offered to support the Student-Teacher Coordinator and Associate Teacher when enacting their roles during the EDFX placement. These guidelines should be read and consulted when needed to ensure that all stakeholders involved achieve high levels of
performance. If there are any questions about these guidelines, the Student-Teacher Coordinator and Associate Teacher are invited to contact the relevant PCE Placement Officer with their queries.

The University values the input of all parties involved in the supervision process. The quality of this involvement will determine, to a large degree, the nature of the competence and professionalism generated in the University’s pre-service teachers, and future teachers in the education workforce. For this reason, the University holds the placement school, Associate Teacher, and Student Teacher Coordinator in high regard and trust to ensure the integrity of the program, monitoring pre-service teacher quality.

ROLE DESCRIPTION FOR SUPERVISORY ROLES

Role descriptions have been designed for the roles of Associate Teacher, Student-Teacher Coordinator, and University Supervisor. There is the expectation that the school and University staff members who undertake these roles use these descriptions to guide their work in supporting the pre-service teachers during the placement. Further clarification of these roles may be sought by contacting the appropriate PCE Placement Officer.

**Associate Teacher**

1. Organise, in advance, the topics the pre-service teacher is to teach.
2. Prior to the lesson implementation or day’s teaching, check the pre-service teacher’s lesson plan/daily program in his/her journal/teaching plan folder.
3. Write comments on the lesson plan/daily program housed in the journal/teaching plan folder concerning the pre-service teacher’s planning, preparation, lesson implementation, achievement of lesson outcomes, and the teacher as a facilitator of learning and classroom manager.
4. Discuss with the pre-service teacher the evaluative comments recorded in (3) above, providing feedback on performance and professional standards.
5. Provide written documentation for the Mid-point Review before the final week of the round.
6. Complete the appropriate sections of the Professional and Community Experience Report Form at the conclusion of the round.

**Student-Teacher Coordinator**

1. Ensure that the pre-service teacher is made familiar with the nature and organisation of the school, the school’s rules and routines, expectations concerning the conduct and professional responsibilities of the pre-service teacher whilst in the school.
2. In conjunction with teachers, organise observation lessons to be conducted throughout the school.
3. Assist the Associate Teacher with the organisation and recording of the Mid-point Review before the final week of the round.
4. Facilitate the consultation process between all parties concerned with supervision and organise the Mid-point Review with University personnel.
5. In conjunction with or on behalf of the principal, observe the pre-service teacher teaching and write an evaluation in the pre-service teacher’s journal/teaching plan folder.
6. Bring any perceived problems to the attention of the University Supervisor at the appropriate campus.
7. Complete the appropriate section of the Professional and Community Experience Report Form at the conclusion of the round.

**University Supervisor**

1. Consult with the Student Teacher Coordinator and Associate Teacher regarding the pre-service teacher’s progress including professional behaviour, relationships with staff and children, and mastery of teaching skills.

2. Check that the pre-service teacher is fulfilling the University requirements for this phase of teacher education.

3. Write comments concerning the professional standard of the lesson plans/daily program, their presentation, content and organisation as presented in the pre-service teacher’s journal/teaching plan folder.

4. The University Supervisor may observe when necessary the pre-service teacher teaching and write a report about the pre-service teacher on the University critique forms.

5. Ensure that the pre-service teacher is made aware of the agreed provisional grade given at the Mid-point Review.

6. Sign the school-based report form at the Mid-point Review visit.

**ASSESSMENT AND GRADING OF PRE-SERVICE TEACHER PERFORMANCE**

When making assessment judgements regarding the pre-service teacher’s performance, it is important that the pre-service teacher has consistently:

- met the assessment expectations (articulated above);
- enacted the *Australian Professional Standards for Teachers*; and,
- observed the professional conduct and professional responsibilities for pre-service teachers at all times.

The expectation from the perspective of the University is that the Associate Teacher and Student-Teacher Coordinator recommend a grade for the pre-service teacher’s performance. In this context, the University Supervisor consults and/or collaborates (through phone or school supervision) with the Associate Teacher and/or Student-Teacher Coordinator and, where appropriate, offers advice in situations affecting a pre-service teacher’s professional development and progress.

The final award of the grade will be the responsibility of the University, in particular the Lecturer-in-Charge.

The pre-service teacher is expected to maintain his/her level of competence until the round concludes. Any deterioration in the pre-service teacher’s classroom teaching/management, attitude, commitment or professional conduct may jeopardise the pre-service teacher's PASS award. If there are qualitative changes in the pre-service teacher’s teaching performance and/or conduct, the award of PASS may be withdrawn and an UNSATISFACTORY (NN) grade substituted.

**AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS**

The Bachelor of Education (Early Childhood/Primary) course is a professional program through which the pre-service teacher has opportunities of developing understanding and achievement of the *Australian Professional Standards for Teachers* (AITSL, 2012). These standards play an important role within EDFX units because assessment of the pre-service teacher’s performance during the unit will be judged against the Graduate Level Standards to reflect the pre-service
teacher’s developing professional knowledge, practices and engagement with the teaching profession. When completing the EDFX Report Form, Associate Teachers are asked to identify which focus areas in each of the Australian Professional Standards for Teachers were demonstrated during the placement, comment on achievement of these standards, and identify areas of future development and assign a rating for the overall Standard.

It is important to note that not all of the Australian Professional Standards for Teachers and the associated focus areas may be enacted by the pre-service teacher during the placement. This could be due to a number of reasons that include the:

- year level that the pre-service teacher is completing at the time of the placement;
- learning outcomes and assessment expectations that are set by the University for that particular EDFX unit; and,
- school context and community in which the placement takes place.

For example, a pre-service teacher who is completing his/her first supervised teaching placement is not expected to demonstrate enactment of all of the Australian Professional Standards for Teachers, and all of the matching focus areas because the learning outcomes and assessment expectations have been set as a way of scaffolding the pre-service teacher’s learning about the teaching profession. However, a pre-service teacher who is completing his/her final teaching placement should be expected to enact all of the Australian Professional Standards for Teachers and most of the focus areas associated with each standard. For this final year pre-service teacher, he/she may in fact be demonstrating the professional knowledge, practices and engagement as described in the Graduate descriptors of the standard.

Associate Teachers and pre-service teachers are encouraged to reflect on these standards and the accompanying focus areas and Graduate descriptors when making assessments of the pre-service teacher’s performance during the placement. These standards should be used to identify if the pre-service teacher will successfully pass the placement. They can also be used to support the Associate Teacher and/or Student-Teacher Coordinator in identifying if the pre-service teacher is ‘at-risk’ of not meeting the learning outcomes and assessment expectations that are prescribed for this EDFX unit.

COMPLETING THE EDFX REPORT FORM

It is expected that the Associate Teacher will complete the EDFX Report Form in consultation with the pre-service teacher. The EDFX Report Form offers an opportunity for the Associate Teacher to identify strengths in the pre-service teacher’s professional knowledge, practices and engagement, as well as areas for future development. There are two opportunities for this formal feedback and assessment to take place through the ‘Mid-point review’ (to be completed approximately half way through the placement) and the ‘Summative assessment’ (to be completed towards the end of the placement).

Mid-point review

The ‘Mid-point review’ should act as a means of providing formative assessment information for the pre-service teacher. It is expected that the pre-service teacher will respond appropriately to the feedback provided during this review. There are opportunities for both the Associate Teacher and the pre-service teacher to reflect on the pre-service teacher’s performance in light of the learning outcomes, assessment expectations, and the Australian Professional Standards for Teachers (AITSL, 2012).
It is recommended that the ‘Mid-point review’ for this pre-service teacher take place on (LIC adds the date here).

During the ‘Mid-point review’, the Associate Teacher is required to nominate a numerical score on a scale from 0 to 7 that captures the pre-service performance so far during the placement. If the Associate Teacher deems that the score is 3.5 or less, then the pre-service teacher will be deemed ‘at-risk’ of failing the placement. If this occurs, then the Associate Teacher with the support of the Student-Teacher Coordinator are asked to implement the ‘At-risk procedures’ to support the pre-service teacher (please see the section PROCEDURES FOR ‘AT-RISK’ PRE-SERVICE TEACHERS in this Unit Outline).

Summative assessment

When completing the ‘Summative assessment’ section of the EDFX Report Form, the Associate Teacher is required to nominate the Australian Professional Standards for Teachers (AITSL, 2012) that the pre-service teacher had an opportunity to enact during the time of the placement. The Associate Teacher nominates these standards by ticking the specific focus areas related to each standard on the EDFX Report Form. Space is provided for the Associate Teacher to then address achievement and/or developing proficiency with these standards in the report by writing a summary for each domain: professional knowledge, professional practice, and professional engagement. The Associate Teacher is asked to comment on evidence of development and achievements related to each domain, and identify areas for future improvement for each domain of the Australian Professional Standards for Teachers. It is understood that pre-service teachers may not have the opportunity to demonstrate capability in every element of every standard in every professional experience.

To support the Associate Teacher in completing the ‘Summative assessment’ section of the EDFX Report Form, a set of ‘Examples of evidence’ are provided in the appendices of this Unit Outline (see Appendix 5). These examples should be used to support the Associate Teacher’s judgements of the development and achievement demonstrated by the pre-service teacher during the placement. The examples could also be used to identify areas of further improvement for the pre-service teacher because he/she did not take the opportunity to enact the standard or needed more time and experiences to develop understandings of that particular domain.

There is an opportunity for the Associate Teacher to record an overall comment that summarises the developments, achievements and engagement with the teaching placement. The Student-Teacher Coordinator or Principal is also asked to provide a general comment. The pre-service teacher is required to reflect on the placement and record these reflections in the spaces provided.

The Associate Teacher is again asked to nominate a numerical score on a scale from 0 to 7 that captures the pre-service performance for the duration of the whole time of the placement. If the Associate Teacher deems that the score is 3.5 or less, then the pre-service teacher will be deemed to have achieved an UNSATISFACTORY grade and to have FAILED the placement. However, for this happen, the procedures to support ‘at-risk’ pre-service teachers will have been enacted by the placement school staff and the University Supervisor who supported the placement school through that process.

Finally, the Associate Teacher and the Student-Teacher Coordinator are asked to confer when deciding that if a SATISFACTORY grade or an UNSATISFACTORY grade is to be recommended to the University. Please note that an UNSATISFACTORY grade cannot be provided unless the ‘at-risk’ procedures have been followed or only if the placement was terminated due to breach of professional conduct. The Associate Teacher is required to record the number of days present and
absent during placement, and the Associate Teacher, Student-Teacher Coordinator or Principal, and the pre-service teacher sign and date the completed EDFX form.

**Recommending a SATISFACTORY grade**

To be recommended a SATISFACTORY grade for this placement, the pre-service teacher is expected to:

- Demonstrate achievement of the learning outcomes, assessment expectations, and the *Australian Professional Standards for Teachers* standards that have been nominated for this placement;
- Complete all assessment tasks associated with this placement to the satisfaction of the Associate Teacher and Student-Teacher Coordinator;
- Reflect on teaching practice and use feedback to improve such practices;
- Maintain his/her teaching folder to a standard that is expected for the teaching profession;
- Observe the professional conduct and enact the professional responsibilities as articulated in this Unit Outline;
- Carry out all classroom and other associated teaching responsibilities to the satisfaction of the Associate Teacher and Student-Teacher Coordinator.

**Recommending an UNSATISFACTORY grade**

The ‘At Risk’ process as outlined below should be followed.

**AT RISK ASSESSMENT**

If the pre-service teacher is not performing satisfactorily in terms of the learning outcomes, the *Australian Professional Standards for Teachers*, lesson/program planning and preparation, classroom organisation, management of student behaviours, classroom and teaching responsibilities, attitude, manner, and relationship building with students and school staff members, then there is cause for the Associate Teacher and/or the Student-Teacher Coordinator to engage the *Procedures For ‘At-Risk’ Pre-Service Teachers*.

An UNSATISFACTORY grade can only be recommended if the placement school staff and University staff members have engaged the ‘At-Risk’ Procedures to support the management of the pre-service teacher. An UNSATISFACTORY grade can also be recommended if the pre-service teacher has acted in ways that contravene professional conduct requirements and/or the professional responsibilities. If this occurs, the placement school can enact their right to terminate the placement.

A score of 3.5 or less on the numerical scale of 1-7 constitutes an UNSATISFACTORY grade.

The University acknowledges that the EDFX units are an integral part of the pre-service teacher’s course. A pre-service teacher who is awarded an UNSATISFACTORY grade will be deemed to have FAILED the unit and will be required to show cause as to why they should be permitted to continue in the course. If the Show Cause Panel deems the pre-service teacher to be able to continue in the course, they will be required to repeat the teaching round at the next available Professional and Community Experience time on the School of Education calendar.

In the event that an UNSATISFACTORY grade is awarded, we ask that the report form is returned directly to the Professional and Community Experience (PCE) Office by the Student-Teacher Coordinator.
PROCEDURES FOR ‘AT-RISK’ PRE-SERVICE TEACHERS

It is important that the pre-service teacher demonstrates and maintains a high standard of performance and commitment throughout the EDFX unit. However, the pre-service teacher may be deemed ‘at-risk’ should he/she experience challenges in demonstrating the learning outcomes, meeting assessment expectations, and/or demonstrating developing understandings of the Australian Professional Standards for Teachers (AITSL, 2012). ‘At-risk’ by definition is when the pre-service teacher’s performance on any given EDFX placement is not meeting these important aspects of the EDFX unit.

These procedures are to be followed by the Associate Teacher, Student-Teacher Coordinator, and University Supervisor should there be concerns about the performance, commitment and/or professional conduct demonstrated by the pre-service teacher during the placement.

Phase One

If an Associate Teacher perceives issues with the pre-service teacher’s performance on the designated task as outlined by the EDFX Unit Outline, the Associate Teacher informs the pre-service teacher of these perceived issues as soon as possible. The pre-service teacher must be informed that they are in Phase One of the ‘At Risk Procedures’ which puts them at risk of not meeting the requirements of the specified EDFX unit.

The feedback provided to the pre-service teacher by the Associate Teacher must be of a constructive nature and explicit in detail, providing examples where possible. The Associate Teacher must then provide opportunities for improvement and outline a timeline for the pre-service teacher of where and when the appropriate improvement must be shown.

If the pre-service teacher does not show the appropriate improvement as outlined by the Associate Teacher within the set timeframe then Phase Two will be initiated. The Associate Teacher, with support from the Student-Teacher Coordinator, will inform the pre-service teacher that this second phase of the process will commence immediately.

Phase Two

Perceived problems should be brought to the notice of the Professional and Community Experience (PCE) Office on the respective ACU campus. Continued consultation may be required with the University Supervisor and/or the relevant PCE Coordinator at the University. It is best for the pre-service teacher and the placement school if the concerns about performance are brought to the attention of the pre-service teacher and the University earlier in the teaching placement than later. If concerns are left to the final weeks of the placement, then it becomes difficult for the University to support the pre-service teacher and the placement school.

If there are any concerns related to the pre-service teacher’s performance in relation to his/her demonstrated competence with achieving the learning outcomes, assessment expectations, the Australian Professional Standards for Teachers, or enactment of professional conduct and responsibilities that are specified for this EDFX unit, and after the Associate Teacher and the pre-service teacher have completed Phase One of the ‘At-risk’ procedure, the Student-Teacher Coordinator and Associate Teacher are required to engage Phase Two of this management plan. The Student-Teacher Coordinator and Associate Teacher are asked to:

- contact the Professional and Community Experience (PCE) Office immediately for advice, and organise a University Supervisor to support the Associate Teacher and Student-Teacher Coordinator through a ‘second-opinion’ visit; the date for the University Supervisor to observe a lesson conducted by the pre-service teacher and to attend meetings at the placement
school will be arranged by the relevant PCE Placement Officer, and he/she will contact the
Student-Teacher Coordinator about the date and time of the 'second-opinion' visit;
• organise a meeting with the pre-service teacher, Student-Teacher Coordinator, and
Associate Teacher to articulate the concerns to the pre-service teacher explicitly making
reference to the learning outcomes, assessment expectations, the Australian Professional
Standards for Teachers, professional conduct and/or professional responsibilities. The pre-
service teacher needs to be told by the Associate Teacher and Student-Teacher Coordinator
that he/she is 'at-risk' of failing the placement;
• ensure that at this meeting the ‘Mid-point review’ is conducted with the pre-service teacher,
and the main points of discussion at this review have been documented in the EDFX Report
Form; the Associate Teacher and pre-service teacher are required to sign this part of the
EDFX Report Form at this time;
• notify the pre-service teacher of the following points: (a) the scheduled time of the University
Supervisor visit; (b) that the University Supervisor will be observe and critique a lesson; (c)
the University Supervisor will meet with the Student-Teacher Coordinator, Associate Teacher
and pre-service teacher individually to gain insights and feedback about the situation; (d) that
the University Supervisor will then provide and set in place improvement strategies along
with specific objectives and timeframes that will need to be met to successfully pass the
placement; (e) that the University Supervisor will complete the ‘Notification for ‘at risk’ of
unsatisfactory progress form’ (refer to Appendix 6) with the Associate Teacher and pre-
service teacher (this form will be sent to the relevant PCE Coordinator at the University).
The Associate Teacher and/or Student-Teacher Coordinator and University Supervisor will agree on
a date when improvements in professional knowledge, practices, and/or engagement should be
demonstrated and reviewed. The University Supervisor will attend the school at the end of the
agreed set date and if the pre-service teacher has not demonstrated improvement, then an
UNSATISFACTORY (NN) grade will be awarded. If this outcome occurs, the round is terminated at
this point in time. The pre-service teacher is required to contact the appropriate PCE Placement
Officer to arrange a Round Review meeting with the PCE Coordinator.

If on the return visit the University Supervisor, Student Teacher Coordinator and the Associate
Teacher all agree that the pre-service teacher’s performance has improved and it now meets the
expectations of that EDFX unit, then the round can continue as per schedule.

Termination of Placement

In the case of a pre-service teacher displaying any type of performance or behaviour that is of a
serious breach of professional conduct and/or professional responsibilities, the placement school
reserves the right to terminate the round at any point. In this case the school, via the Student
Teacher Coordinator, would inform the pre-service teacher of such an outcome and also
immediately inform the relevant PCE Placement Officer. If the placement school contacts the
University to seek advice concerning this breach of professional conduct and/or professional
responsibilities, the University reserves the right to terminate the placement immediately or support
the placement school’s decision to terminate the placement.

The pre-service teacher is required to contact the appropriate PCE Placement Officer to arrange a
Round Review meeting with the PCE Coordinator.

MAKING UP NON-TEACHING DAYS

There are a number of different conditions related to making up time during the teaching placement.
It is important that the pre-service teacher has as much time as possible being responsible for the
teaching of students and maintenance of a classroom environment. It is vital that the number of non-
teaching days are minimised during the time of the placement. This is particularly important for
registration purposes because pre-service teachers are required to complete a specified number of teaching days in the field to be eligible for teacher registration.

It is vital that the pre-service teacher contacts the PCE Placement Officer if they encounter any non-teaching days during the placement. It is a professional responsibility to inform the PCE Placement Officer of non-teaching days during a placement.

Non-teaching day due to illness or similar situation
Make-up time for a pre-service teacher is necessary if any day of the current teaching placement is missed due to illness, family bereavement, important medical appointments, etc. Documentation should be provided to the school that explains reasons for the absence. This is considered a professional responsibility. The pre-service teacher is required to negotiate the “make up day” with the placement school and contact the PCE Placement Officer of the arrangement. Contact should be made via email. An original or scanned copy of the documentation (e.g., medical certificate) needs to be sent to the PCE Placement Officer so the document can be placed in the pre-service teacher’s PCE file. If you email a scanned copy, you will need to bring your original to the PCE Office for sighting once you are back on campus. The pre-service teacher should provide evidence of making up the non-teaching day to the PCE Office upon completion.

Non-teaching day due to professional learning session organised by the placement school
If a teaching day is missed due to a professional learning session organised by the placement school, this does not need to be “made up” if the pre-service teacher attends and engages in the session. The pre-service teacher should have evidence of engaging with the content of the professional learning session in his/her teaching folder.

If the pre-service teacher is not given permission to attend the session and he/she is told to stay home by school leadership staff, the pre-service teacher is required to negotiate the “make up day” with the placement school and contact the PCE Placement Officer of the arrangement. Contact should be made via email. The pre-service teacher should provide evidence of making up the non-teaching day to the PCE Office upon completion.

Non-teaching day due to pupil-free day (parent/teacher interviews, report writing, etc.)
If a teaching day is missed due to a pupil-free day organised by the placement school which concerns parent/teacher interviews, report writing, or planning days related to the following school year, and if the school advises the pre-service teacher to stay home, then this day needs to be “made up” by the pre-service teacher. The pre-service teacher is required to negotiate the “make up day” with the placement school and contact the PCE Placement Officer of the arrangement. Contact should be made via email. The pre-service teacher should provide evidence of making up the non-teaching day to the PCE Office upon completion.

If invited to stay in the school for the pupil-free day:
Pre-service teachers are encouraged to ask the appropriate school staff if they can observe teachers’ practices related to these important aspects of school work. The pre-service teacher should have some evidence of observing such practices and reflections on such experiences should be written in his/her teaching folder. This should happen for part of the placement day in the school. The rest of the school day should be spent planning future lessons, analysing assessment data collected during lessons, writing self-evaluations, completing the specific EDFX tasks, and maintaining the classroom learning environment.

Non-teaching day(s) due to excursions, sports carnivals, school camps
Excursions and sports carnival days should be treated as a teaching day, and the pre-service teacher is expected to engage fully with the event. It is expected that the pre-service teacher will have some involvement in supporting students and their learning during these events.

If a school camp has been organised for the grade in which the pre-service teacher is placed and if the pre-service teacher is given permission to attend the camp, then this time does not need to “made up”. It is important that the pre-service teacher contacts the PCE Placement Officer of the
arrangement. The pre-service teacher should still have some documentation of the event (planning notes, camp booklet, etc.) and reflections about engaging with such experiences should be found in his/her teaching folder.

If the pre-service teacher is not given permission to attend such events, the pre-service teacher is required to negotiate the “make up day(s)” with the placement school and contact the PCE Placement Officer of the arrangement. Contact should be made via email. The pre-service teacher should provide evidence of making up the non-teaching day to the PCE Office upon completion.

Please note:
Pre-service teachers may only go on one (1) camp experience throughout their course without having to “make up” the days. If the pre-service teacher has already been on a camp in a previous placement, and he/she has been given permission to attend a school camp during the placement, the pre-service teacher can choose to go on the camp but the teaching days must be “made up”.

Non-teaching day due to school closure caused by extreme weather warnings
If a teaching day is missed because the placement school is closed due to severe weather warnings (e.g., very high temperatures or threat of bushfires), then the pre-service teacher is required to negotiate the “make up day” with the placement school and contact the PCE Placement Officer about the arrangement. Contact should be made via email. The pre-service teacher should provide evidence of making up the non-teaching day to the PCE Office upon completion.

Non-teaching days due to sustained periods of absence from the placement school
If there is a sustained period of time missed by the pre-service teacher during the placement, the pre-service teacher is responsible for contacting the University. Assignment of the grade will be left with the University. The University will advise the pre-service teacher of the grade awarded as an outcome of the sustained period of absence from the placement and offer advice to the pre-service teachers.

If there are any questions about making up missed days, the pre-service teacher, Associate Teacher or Student-Teacher Coordinator are encouraged to contact the relevant PCE Office at the Melbourne or Ballarat campus.
ASSOCIATE TEACHER CHECKLIST

The following checklist has been provided as a resource to support the Associate Teacher with their role of mentoring the pre-service teacher.

As the Associate Teacher, I have:

- Received all documentation relating to the pre-service teacher placement including the Unit Outline, Guidelines for Associate Teachers and the EDFX Report Form
- Read the Unit Outline and familiarised myself with the learning outcomes, assessment expectations, and AITSL standards for this placement
- Had contact with the pre-service teacher prior to the commencement of the placement, and reported this contact to the Student-Teacher Coordinator
- Considered how the pre-service teacher can be provided with the opportunities to complete a wide variety of tasks and teaching experiences
- Checked the lesson plan(s)/units of work in the journal/teaching plan folder prior to the lesson delivery by the pre-service teacher
- Provided written regular feedback to the pre-service teacher during the placement through discussion and written comments.
- Encouraged the pre-service teacher to reflect on his/her own performance through writing and I have read those reflections on practice
- Read and understood the “At-risk” procedures to follow if the pre-service teacher experiences difficulties during the placement
- Re-negotiated dates for any days the pre-service teacher may have missed as informed by the information for making up days in the Unit Outline and Guidelines
- Completed and signed the EDFX Report Form in consultation with the pre-service teacher, and asked the Student-Teacher Coordinator to record his/her comments
Appendix 1: Lesson plan format

**LESSON PLAN**

*The following is a sample of the Lesson Plan format used by the University.*

**Lesson Topic/Focus:** ____________________________ **Date:** ____________

**AusVELS Domain(s):** ____________________________ **Year level(s):** ____________

**AusVELS strand(s):** ____________________________ **Lesson duration:** ____________

**AusVELS sub-strand(s):** ____________________________

**AusVELS Dimension(s) or Religious Education Guideline:** ____________________________

**Learning Standard(s)/Outcome(s):**

State the lesson outcomes or other appropriate concepts, understanding, skills or attitudes students should learn through this lesson as informed by the appropriate curriculum documents.

**Assessment:**

State methods/strategies and criteria you will use to assess student learning.

**Teaching focus:**

A. the pre-service teacher's teaching skill for observation by Associate Teacher;

or

B. teaching skills that the pre-service teacher would like to personally develop.

**Background to the learning:**

A. References for teacher background knowledge

B. Identify students’ current knowledge

**Lesson resources:**

List the resources, materials, equipment and titles of books used in the presentation of the lesson/activity. Present a summary of your whiteboard or overhead presentation or attach to the back page of your lesson plan a sample of your handouts where appropriate.
Lesson content:

A. Introduction ____ mins
Motivation and ‘tuning in’ strategies to revise current knowledge, to gain insights into what the students already understand, to engage the students or to introduce new learning; list the key questions to use

B. Development ____ mins
Explore/elaborate/restructure/develop the concepts, understandings, skills or attitudes; teaching and learning strategies that will be used to achieve this; summarise (list instructions) approaches or activities to be used; list the key questions to use

C. Consolidation, practice, extension ____ mins
Assign work tasks, which apply the concepts, skills, understanding and/or attitudes; ways of extending the learning of ideas/understandings; ways of scaffolding learning for students who require extra assistance

D. Closure ____ mins
Summarise the key issues in the lesson; list the strategies employed to determine what the students have learnt; questions that will be posed to support the students’ reflection on learning

Post-lesson review and evaluation:

Student achievement:
To what extent were outcomes achieved? How did the students demonstrate this?

Teaching effectiveness:
What have you learnt from the lesson?
What do you recommend for future lessons?
Comment on your effectiveness in the light of the objectives/outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.
Appendix 2: Insurance statement

12 August 2013

To Whom It May Concern:

‘Employers those who provide industry experience for students of Australian Catholic University’

The purpose of this letter is to advise organisations that provide unpaid industry experience to students of Australian Catholic University in relation to course requirements, that the following insurance covers have been arranged by the University with Catholic Church Insurances Limited at Level 1, 45 Clarence Street, Sydney NSW 2000, Australia:

1. Public Liability Insurance (worldwide Except for US & Canada)
   Policy Number: 02.PLG. 0102913
   Period of Cover: 31/10/2013 to 31/10/2014

2. Students Work Experience Personal Accident Insurance (Worldwide)
   Policy Number: 02.PAE. 110727
   Period of Cover 31/10/2013 to 31/10/2014

3. Professional Indemnity Insurance (Australia & New Zealand)
   Policy Number: 02.PRS. 0126023
   Period of Cover: 31/10/2013 to 31/10/2014

The University and its students have cover for claims subject to the The Personal Injuries Proceedings Act 2002 (Qld) and this is in the form of public liability and professional indemnity insurance. I can be contacted on (02) 9739 2903, if you require further information

John Ryan
Director of Finance
Appendix 3: Risk management plan

This Risk Management Plan is the Faculty of Education and Arts (Vic) endeavour to provide guidelines for the Faculty of Education and Arts’ partnerships with the four following groups:

- Student Teacher Co-ordinators
- Associate Teachers
- School pupils/students
- Pre-service teachers

1. Student Teacher Co-ordinators

The Faculty of Education and Arts aims to:

- ensure that correct procedures are followed by the University when contacting the practical experience placement school. The Student Teacher Co-ordinator is normally the first point of contact for arranging placements and he/she should be provided with all necessary documentation; and,
- provide assistance and support to the Student Teacher Co-ordinator when required/requested.

2. Associate Teachers

The Faculty of Education and Arts aims to:

- ensure that Associate Teachers are provided with detailed documentation concerning their rights and responsibilities for supervising pre-service teachers at the pre-service teacher’s level of teacher education/practical experience;
- ensure that the pre-service teacher assigned to the Associate Teacher has had the opportunity to develop interpersonal skills appropriate to the pre-service teacher’s age level and level of teacher education; and,
- provide appropriate support for the Associate Teacher from the University Professional and Community Experience Office and the University Supervisor.

3. School pupils/students

The Faculty of Education and Arts aims to:

- ensure that pre-service teachers have valid “Working with Children Checks” (WWCC) for Victorian schools and, when necessary, valid police checks/relevant police check documentation for teaching in schools, interstate in Australia or in schools overseas. These WWCC/police checks must be sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in schools. Pre-service teachers must carry their WWCC/police checks at all times when working with children;
- ensure that pre-service teachers have had opportunities to be well prepared with the academic knowledge and professional skills required for teaching in the inclusive classroom and relevant to their level of teacher education;
- ensure that pre-service teachers have had opportunities to develop interpersonal skills appropriate to their age levels and level of teacher education;
- ensure that pre-service teachers are well briefed concerning their rights and responsibilities in dealing with school pupils/students;
• ensure that pre-service teachers are debriefed effectively following their professional experience teaching rounds; and,
• provide the pre-service teachers with time for oral and written reflection and evaluation following their teaching rounds, apart from the required reflection and evaluation during their teaching rounds.

4. Pre-service teachers

The Faculty of Education and Arts (VIC) aims to:

• ensure pre-service teachers have valid Working with Children Checks (WWCC) for teaching in schools in Victoria and the necessary and appropriate police checks/police documentation for teaching in interstate schools in Australia and in schools overseas. These WWCC/police checks are sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in schools. Pre-service teachers must carry their police checks at all times when working with children;
• ensure that international pre-service teachers have obtained the relevant police check from their home country and from any other country/iies where they have been domiciled for twelve months or more for the last ten years. These police checks are sighted and authenticated before pre-service teachers will be permitted to undertake their Professional Experience in schools. Pre-service teachers must carry their WWCC/police checks at all times when working with children;
• ensure the physical, mental and social wellbeing of pre-service teachers. The University provides an emergency contact form for each pre-service teacher to include relevant, confidential details. This form may be lodged with the appropriate authorities at the site/school of practical experience and used in time of necessity;
• provide the pre-service teachers with opportunities to obtain the necessary academic and professional preparation appropriate to the pre-service teachers’ level of teacher education and practical experience;
• provide opportunities for briefing sessions which outline the rights and responsibilities of pre-service teachers appropriate to their level of teacher education and practical experience;
• provide opportunities for debriefing for pre-service teachers following the prescribed practical experience;
• provide opportunities for both oral and written reflection, following the prescribed practical experience;
• provide University support for pre-service teachers when needed/requested, during the practical experience;
• use the Professional and Community Experience Report Form to assist pre-service teachers with their further development;
• schedule review meetings for pre-service teachers who are deemed at risk during and following practical experience; and,
• ensure that appropriate insurance cover is in place for pre-service teachers when in authorised practical teaching settings.
## Appendix 4: Australian Professional Standards for Teachers

### Domain 1: Professional knowledge

#### STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Physical, social and intellectual development and characteristics of students</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
</tr>
<tr>
<td>1.2 Understand how students learn</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
</tr>
<tr>
<td>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</td>
<td>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.</td>
</tr>
<tr>
<td>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
<tr>
<td>1.6 Strategies to support full participation of students with disability</td>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
</tr>
</tbody>
</table>

#### STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Content and teaching strategies of the teaching area</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
</tr>
<tr>
<td>2.2 Content selection and organisation</td>
<td>Organise content into an effective learning and teaching sequence.</td>
</tr>
<tr>
<td>2.3 Curriculum, assessment and reporting</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
</tr>
<tr>
<td>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>2.5 Literacy and numeracy strategies</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td>2.6 Information and Communication Technology (ICT)</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
</tr>
</tbody>
</table>
## Domain 2: Professional practice

### STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Establish challenging learning goals</td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
</tr>
<tr>
<td>3.2 Plan, structure and sequence learning programs</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
</tr>
<tr>
<td>3.3 Use teaching strategies</td>
<td>Include a range of teaching strategies.</td>
</tr>
<tr>
<td>3.4 Select and use resources</td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
</tr>
<tr>
<td>3.5 Use effective classroom communication</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
</tr>
<tr>
<td>3.6 Evaluate and improve teaching programs</td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
</tr>
<tr>
<td>3.7 Engage parents/carers in the educative process</td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process.</td>
</tr>
</tbody>
</table>

### STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Support student participation</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
</tr>
<tr>
<td>4.2 Manage classroom activities</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
</tr>
<tr>
<td>4.3 Manage challenging behaviour</td>
<td>Demonstrate knowledge or practical approaches to manage challenging behaviour.</td>
</tr>
<tr>
<td>4.4 Maintain student safety</td>
<td>Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements.</td>
</tr>
<tr>
<td>4.5 Use ICT safely, responsibly and ethically</td>
<td>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.</td>
</tr>
</tbody>
</table>

### STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Assess student learning</td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
</tr>
<tr>
<td>5.2 Provide feedback to students on their own learning</td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
</tr>
<tr>
<td>5.3 Make consistent and comparable judgments</td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.</td>
</tr>
<tr>
<td>5.4 Interpret student data</td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
</tr>
<tr>
<td>5.5 Report on student achievement</td>
<td>Demonstrate an understanding of the range of strategies for reporting to students and parents/carers and the purpose of keeping records of student achievement.</td>
</tr>
</tbody>
</table>
Domain 3: Professional engagement

### STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Identify and plan professional learning needs</td>
<td>Demonstrate understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.</td>
</tr>
<tr>
<td>6.2 Engage in professional learning and improve practice</td>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
</tr>
<tr>
<td>6.3 Engage with colleagues and improve practice</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
</tr>
<tr>
<td>6.4 Apply professional learning and improve student learning</td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
</tr>
</tbody>
</table>

### STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENT/CARERS AND THE COMMUNITY

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Meet professional ethics and responsibilities</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
</tr>
<tr>
<td>7.2 Comply with legislative, administrative and organisational requirements</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
</tr>
<tr>
<td>7.3 Engage with the parents/carers</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
</tr>
<tr>
<td>7.4 Engage with professional teaching networks and broader communities</td>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
</tr>
</tbody>
</table>
Appendix 5: Examples of evidence

This guide aims to provide assistance in the completion of the EDFX Report Form. Pre-service teachers are working towards the Graduate teacher career stage. It is important to note that pre-service teachers have the entirety of their Education course to work towards the Graduate teacher career stage, and do not fully achieve the stage until they are in the field as an in-service teacher. Pre-service teachers may not have the opportunity to demonstrate capability in every element of every standard in every professional experience during their course. This document provides some examples of the forms of evidence that may be expected in relation to the descriptors for the Graduate Teacher Standards in the Australian Professional Standards for Teachers (AITSL, 2012)

Please note:

It is not expected that pre-service teachers would demonstrate all of the examples of evidence listed and these lists are by no means exhaustive. Rather the examples provide an overview of the type of evidence that could be expected from pre-service teachers.

DOMAIN 1

<table>
<thead>
<tr>
<th>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Physical, social and intellectual development and characteristics of students</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>• Undertakes assessment to identify students with particular social, intellectual and physical learning needs</td>
</tr>
<tr>
<td>• Plans and implements appropriate teaching and learning activities, strategies and programs to meet student needs</td>
</tr>
<tr>
<td>• Tracks student progress with respect to physical, social and intellectual development</td>
</tr>
<tr>
<td>• Uses an appropriate level of language and pedagogical strategies suitable for the developmental stage of students</td>
</tr>
<tr>
<td>• Seeks student feedback to develop appropriate learning strategies</td>
</tr>
<tr>
<td>1.2 Understand how students learn</td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>• Plans and utilises a variety of teaching and learning strategies to cater for different learning needs</td>
</tr>
<tr>
<td>• Encourages experiential and hands-on learning</td>
</tr>
<tr>
<td>• Encourages students to reflect on their learning</td>
</tr>
<tr>
<td>• Uses a variety of resources</td>
</tr>
<tr>
<td>• Uses effective questioning techniques and assessment strategies</td>
</tr>
<tr>
<td>• Instigates self-directed learning activities.</td>
</tr>
<tr>
<td>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>• Demonstrates knowledge of students and their cultural, religious or socioeconomic backgrounds</td>
</tr>
<tr>
<td>• Acknowledges and considers diversity and demonstrates this in teaching and learning programs</td>
</tr>
<tr>
<td>• Uses appropriate materials and sensitive and inclusive language</td>
</tr>
<tr>
<td>• Assesses student needs in order to determine content and activities</td>
</tr>
<tr>
<td>• Ensures literacy and numeracy instruction is explicit and structured</td>
</tr>
<tr>
<td>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td>Demonstrate broad knowledge and understanding of the impact of cultural, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>• Develops an understanding of the special needs of Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td>• Analyses contemporary issues and their impact on Aboriginal and Torres Strait Islander student outcomes</td>
</tr>
<tr>
<td>• Modifies lessons/units/resources to respond to the needs of Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td>• Designs, develops or uses individual education programs as appropriate</td>
</tr>
<tr>
<td>• Links to support personnel (e.g. Support Teacher Learning, ESL/EAL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide) where appropriate and when necessary</td>
</tr>
</tbody>
</table>
**STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT**

### 2.1: Content and teaching strategies of the teaching area

*Demonstrate knowledge, and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area*

**Some examples of evidence when the pre-service teacher:**
- Demonstrates knowledge of the relevant curriculum area(s)
- Demonstrates understanding of content knowledge and pedagogical content knowledge of the curriculum areas
- Engages students through rich, meaningful and connected activities
- Applies content relevant to the current Australian Curriculum, AusVELS and supporting documents
- Chooses appropriate, rich, meaningful and connected learning experiences/tasks for students
- Demonstrates understanding and use of inquiry-based learning approaches to support student understanding

### 2.2: Content selection and organisation

*Organise content into an effective learning and teaching sequence*

**Some examples of evidence when the pre-service teacher:**
- Demonstrates knowledge of relevant Australian Curriculum, AusVELS and supporting documents
- Selects appropriate resources to stimulate ongoing learning
- Designs programs and lesson plans that display logical sequencing of learning and teaching activities
- Adheres to the timelines and sequence of lessons/units of work
- Differentiates curriculum to ensure relevance and effective sequential progression for students with learning needs
- Is able to articulate how teaching and learning sequences relate to AusVELS

### 2.3: Curriculum, assessment and reporting

*Use curriculum assessment and reporting knowledge to design learning sequences and lesson plans.*

**Some examples of evidence:**
- Designs relevant assessment tasks that inform ongoing learning and teaching
- Utilises a wide range of pedagogy that is appropriate to the learning needs of students
- Develops logical sequences of learning and teaching that have been informed by relevant assessment
- Builds on prior knowledge and experience when developing lesson plans/units of work
- Ensures sequential skill development that is differentiated for diverse levels of ability
### 2.4: Understand and respect Aboriginal and Torres Strait Island people to promote reconciliation between Indigenous and non-Indigenous Australians

_Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages_

**Some examples of evidence:**
- Exhibits empathy and understanding of cultural differences
- Incorporates Aboriginal content including cultural and language awareness across a range of curriculum
- Appreciates and responds to the special needs of Aboriginal and Torres Strait Islander students
- Analyses contemporary issues and their impact on Aboriginal and Torres Strait Islander student outcomes
- Where relevant, seeks advice and assistance from supervisors, colleagues, Aboriginal Education Assistants, elders of Aboriginal communities, counsellors or other suitable professionals

### 2.5: Literacy and numeracy strategies

_Know and understand literacy and numeracy teaching strategies and their application in teaching areas_

**Some examples of evidence:**
- Plans literacy and numeracy opportunities for students to talk, listen, read and write in all relevant curriculum areas
- Demonstrates understanding that different grouping of students is effective when teaching literacy and when teaching numeracy
- Demonstrates developing abilities to plan and implement literacy and numeracy blocks of teaching
- Ensures literacy and numeracy instruction is explicit and structured
- Plans for students to read and write independently
- Uses support personnel (e.g. Support Teacher Learning, ESL/EAL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide) where appropriate and when necessary

### 2.6: Information and Communication Technology (ICT)

_Implement teaching strategies for using ICT to expand curriculum learning opportunities for students_

**Some examples of evidence:**
- Integrates ICT effectively in teaching and learning sequences of work
- Demonstrates an understanding of AusVELS for ICT teaching and integration
- Explicitly teaches ICT skills appropriate for the curriculum areas and for the needs of the students
- Incorporates ICT into everyday classroom practice
- Develops students’ skills to use ICT confidently
- Recognises and utilises student expertise in ICT

### Domain 2

#### STANDARD 2: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

### 3.1: Establish challenging learning goals

_Set learning goals that provide achievable challenges for students of varying abilities and characteristics_

**Some examples of evidence:**
- Articulates appropriate, realistic and measurable goals
- Ensures planning and goals reflect the diverse range of needs of individual students
- Relates learning goals to the appropriate curriculum stage
- Develops lesson plans which detail learning goals clearly
- Plans well-sequenced and motivating lessons/units which challenge students to achieve their learning potential

### 3.2: Plan, structure and sequence learning programs

_Plan lesson sequences using knowledge of student learning, content and effective teaching strategies_

**Some examples of evidence:**
- Develops appropriate and professionally documented lesson plans where planning and evaluation are evident
- Ensures lesson plans are content based and incorporate opportunities for skill and proficiency development that are associated with the curriculum area
- Develops sequences of learning that cater for diverse student learning needs
- Creates interesting and motivating lessons where students are engaged and challenged
- Develops effective timing for lessons
- Reviews the learning which occurred and sets goals for follow-on learning
- Demonstrates understanding of resources to support planning and uses them well to design lesson plans/units of work

### 3.3: Use teaching strategies

_Include a range of teaching strategies_

**Some examples of evidence:**
- Uses variety in teaching methods and approaches that cater for individual, group and whole-class learning and teaching
- Incorporates a variety of learning resources including ICTs to deliver content
- Ensures resources are relevant and meaningful to students’ learning needs and interests
- Chooses appropriate learning strategies when teaching content related to the curriculum area
- Demonstrates understanding and use of inquiry-based learning approaches when planning and teaching
- Promotes student learning through diverse and stimulating teaching practices, e.g. debate, role-playing, practical activities, skills practice, relevant projects, and excursions.

3.4: Select and use resources

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning

Some examples of evidence:
- Develops a variety of resources, which are age and ability level appropriate
  - Links with the teaching resources provided within the school, e.g. the professional resource library
  - Implements a variety of teaching resources including relevant and current ICT resources
  - Supports students’ critical thinking in use of resources
  - Critically evaluates resources for teaching and learning effectiveness
  - Encourages students to provide resources for classroom use

3.5: Use effective classroom communication

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

Some examples of evidence:
- Uses effective oral and visual communication strategies appropriate for the level or stage
  - Uses voice effectively with respect to pitch, strength, speed and confidence
  - Plans effective class discussion using a variety of questions, such as open ended and closed questions, higher order questions, and literal to inferential questions
  - Acknowledges and values student responses and attempts to engage all students in discussion as appropriate
  - Builds on student responses when facilitating whole class or small group discussions
  - Use non-verbal communication effectively, e.g. effective eye contact, strategic classroom circulation and active listening
  - Models appropriate use of grammatically acceptable English

3.6: Evaluate and improve teaching programs

Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning

Some examples of evidence:
- Includes evaluation in lesson plans or units (such as how students performed, what worked, what did not work and why)
  - Modifies lessons and/or programs on the basis of evaluation of evidence
  - Discusses with colleagues and supervisor the effectiveness of programs
  - Gathers a variety of evidence to inform evaluation
  - Evaluates promptly after completion of the lesson and unit
  - Plans, reviews and evaluates teaching strategies and lessons/units

3.7: Engage parents/carers in the educative process

Describe a broad range of strategies for involving parents/carers in the educative process

Some examples of evidence:
- Gives specific comments on positive achievement and areas for improvement
  - Gives feedback which is learning focussed and able to be interpreted by parents/carers
  - Gathers appropriate work samples which can be used in verbal reporting of progress to parents/carers
  - Marks books and work samples in line with assessment criteria
  - Provides time to support students and parents to address identified areas for improvement (if appropriate/applicable)

STANDARD 4 - CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

4.1: Support student participation

Identify strategies to support inclusive student participation and engagement in classroom activities

Some examples of evidence when the pre-service teacher:
- Models respect, courtesy, positive language and tone when dealing with students, colleagues, parents
  - Displays and acknowledges students’ work and ensures student access to resources
  - Encourages individual talents and gifts of students
  - Uses an appropriate level of language for the stage of the students
  - Plans and utilises a variety of teaching and learning strategies to cater for different learning needs

4.2: Manage classroom activities

Demonstrate the capacity to organise classroom activities and provide clear directions

Some examples of evidence when the pre-service teacher:
- Establishes and communicates clear expectations and protocols for group work
  - Utilises, models and teaches how to work in different structures in group formation, e.g., like-ability, missed-ability, peer tutoring, friendship, random groupings
  - Uses positive reinforcement when managing student behaviour and the classroom environment
  - Establishes clear routines and guidelines in the classroom
  - Explains task and behaviour expectations clearly and uses visual cues for instructions for those students who require that support
  - Implements effective time management of self and of the students
### 4.3: Manage challenging behaviour

**Demonstrate knowledge of practical approaches to manage challenging behaviours**

**Some examples of evidence when the pre-service teacher:**
- Establishes, displays and implements clear expectations, protocols and/or rules and consequences
- Ensures student understanding of rules, goals and consequences
- Utilises effective disciplinary practices which reflect school policies
- Displays a firm and consistent approach to classroom management
- Remains calm and focuses upon the behaviour rather than the student
- Listens and moves effectively and purposefully around the classroom
- Treats students fairly and attempts to address issues before they escalate or become problems

### 4.4: Maintains student safety

**Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements**

**Some examples of evidence:**
- Listens positively and acknowledges students’ contributions
- Exhibits a caring attitude and displays equity in engagement with individuals
- Offers students extra assistance, time or explanation as required
- Establishes explicit routines, implements and reinforces them consistently
- Displays an understanding of mandatory policies such as Child Protection and Occupational Health and Safety
- Can identify risks and consistently reminds students of safe behaviour

### 4.5: Use ICT safely, responsibly and ethically

**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**

**Some examples of evidence:**
- Displays an understanding of legislation regarding ICT privacy especially related to student information
- Publishes or uploads student work only with permission of students’ parents/caregivers
- Demonstrates awareness of acceptable practices established in ICT policies within school and school system
- Uses social media sites responsibly for student learning
- Communicates professionally in all electronic communications (including email, social media sites and public ICT domains]
- Models and teaches responsible and safe use of ICT including academic honesty when utilising web-based information

### STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

#### 5.1: Assess student learning

**Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning**

**Some examples of evidence:**
- Makes explicit the assessment criteria and outcomes to be achieved in planned learning
- Displays awareness of the focus of student learning and how it will be assessed
- Implements a variety of assessment tools for both formal and informal assessment of student learning
- Consults colleagues about assessment processes
- Uses appropriate assessment practices to provide insight into the student learning and achievement
- Links assessment tasks to planned learning outcomes
- Evaluates assessment tools and practices
- Plans assessment criteria to support the analysis of assessment data

#### 5.2: Provide feedback to students on their learning

**Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning**

**Some examples of evidence:**
- Returns work or gives feedback to students within a timeframe which is appropriate to the type or purpose of the assessment
- Provides specific comments on positive achievement along with areas for improvement
- If appropriate, provides time to support students to address identified areas for improvement.
- Gives feedback which is linked to AusVELS
- Uses appropriate assessment criteria in the assessment and evaluation of student work
- Implements school or system policy regarding recognition of achievement
5.3: Make consistent and comparable judgements
Demonstrate an understanding of assessment moderation and its application to support consistent and comparable judgements of student learning

Some examples of evidence:
- Keeps meaningful, accurate and consistent records of student progress
- Collects student work samples to evaluate achievement and use for comparison purposes
- Annotates student work samples to highlight achievement of outcomes
- Links assessment to AusVELS achievement standards and school requirements

5.4: Interpret student data
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice

Some examples of evidence:
- Implements evaluation of teaching and assessment of student learning
- Modifies lessons and/or programs on the basis of evaluation of assessment evidence
- Discusses with colleagues and supervisor the effectiveness of teaching and learning programs
- Gathers a variety of evidence to inform effective assessment and evaluation
- Develops timely assessment and evaluation after completion of teaching and learning

5.5: Report on student achievement
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.

Some examples of evidence:
- Use appropriate language and terminology in all communications
- Takes care with written structure of communications such as grammar and spelling
- Makes constructive, accurate and appropriate comments in communications
- Attends parent-teacher meetings where possible (with permission) and behaves appropriately during such meetings
- Documents issues of behaviour and discipline where appropriate
- Relates records to reporting and tracking of student progress

**DOMAIN 3**

**STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING**

6.1: Identify and plan professional learning needs
Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs

Some examples of evidence:
- Reflects upon and develops accurate self-evaluation of teaching performance
- Participates in regular shared discussions with colleagues/supervisor/stage/staff/faculty related to teaching expectations for teachers at the Graduate level
- Seeks assistance and advice from the Associate Teacher(s) and/or University Supervisor as to progress against the Graduate Teacher requirements of the Australian Professional Standards for Teachers, as well as the learning outcomes and assessment expectations assigned to the EDFX unit

6.2: Engage in professional learning and improve practice
Understand the relevant and appropriate sources of professional learning for teachers

Some examples of evidence:
- Participates in professional development activities such as staff/stage/faculty meetings and school professional learning opportunities where possible and appropriate
- Displays willingness to accept professional advice and new knowledge from colleagues
- Attempts to incorporate professional learning into subsequent programming, lesson plans and teaching
- Demonstrates willingness to work collaboratively with colleagues as part of a team to gain advice, knowledge and teaching expertise

6.3: Engage with colleagues and improve practice
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices

Some examples of evidence:
- Reflects upon and develops accurate self-evaluation of teaching performance
- Seeks assistance and advice from the Associate Teacher(s) and/or University Supervisor
- Displays willingness to act upon professional advice
- Accepts constructive feedback on a professional rather than personal level
- Engages in professional discussions and shares ideas and resources collaboratively
- Demonstrates willingness to work collaboratively with colleagues as part of a team
- Assists in collaborative planning for learning and teaching
- Participates appropriately in staffroom interactions
6.4: Apply professional learning and improve student learning

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning

Some examples of evidence:
- Plans, reviews and evaluates teaching strategies and lessons/units
- Reflects upon and develops an accurate self-analysis of teaching performance
- Responds to advice and feedback as a basis for future development of professional knowledge and practice
- Is willing to modify pedagogical approaches in response to professional learning in order to improve student learning
- Reviews and evaluates teaching strategies and lesson/units in response to professional learning
- Uses evidence and research in the basis for review, evaluation and modification of teaching strategies and lesson/units

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

7.1: Meet professional ethics and responsibilities
Understand and apply the key principles in codes of ethics and conduct for the teaching profession

Some examples of evidence:
- Displays awareness of professional standards and is familiar with compliance requirements such as Child Protection and OH&S policies
- Participates in professional learning opportunities and keeps records of attendance
- Meets school attendance and time requirements
- Professional presentation is apparent in personal attire
- Complies with school’s professional code of conduct
- Cooperates and is respectful towards staff and students

7.2: Comply with legislative, administrative and organisational requirements
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage

Some examples of evidence:
- Demonstrates an understanding of legislation regarding privacy of student information
- Is discerning about with whom and where confidential issues are discussed
- Seeks advice relating to the media and/or critical incident reporting
- Keeps records and relevant documentation secure and confidential
- Understands mandatory reporting requirements
- Promptly notifies or refers confidential issues relating to students to the Associate Teacher(s)

7.3: Engage with parents/carers
Understand strategies for working effectively, sensitively and confidentially with parents/carers

Some examples of evidence:
- Communicates with parents and caregivers in a professional manner
- Refers sensitive issues to the Associate Teacher(s) or University Supervisor
- Demonstrates sensitivity and empathy with the different background of parents and caregivers
- Ensures newsletters and permission notes follow guidelines
- Documents all communication with parents and caregivers
- Understands and follows established school protocols for communicating with parents and caregivers

7.4: Engage with professional teaching networks and broader communities
Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice

Some examples of evidence:
- If possible, participates in professional learning activities such as staff/stage/faculty meetings and school professional learning opportunities
- Displays willingness to share new knowledge with colleagues and engage in professional discussions
- Where applicable, incorporates professional learning into subsequent programming, lesson plans and teaching
- Engages with consultative groups related to the teaching profession where possible and appropriate
Appendix 6: Notification for ‘at risk’ of unsatisfactory progress form

NOTIFICATION FOR ‘AT RISK’ OF UNSATISFACTORY PROGRESS FORM

It is the responsibility of the University Supervisor who is assigned to the placement school to complete this form during the first supervision visit to the placement school. This form is to be completed with and signed by the Associate Teacher and pre-service teacher.

<table>
<thead>
<tr>
<th>“MID-POINT REVIEW” CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Mid-point review” has been completed and discussed with Associate Teacher and the pre-service teacher.</td>
</tr>
<tr>
<td>Associate Teacher (1): _____________________________ Date: __________</td>
</tr>
<tr>
<td>Associate Teacher (2): _____________________________ Date: __________</td>
</tr>
<tr>
<td>(if applicable)</td>
</tr>
<tr>
<td>Pre-service teacher: _______________________________ Date: __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTIFICATION FOR ‘AT RISK’</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Mid-point review” has highlighted significant areas of concern which indicate that at this point the pre-service teacher is ‘at risk’ of failing the EDFX unit. The areas of unsatisfactory progress identified in the “Mid-point review” section of the EDFX Report Form need to be rectified before a second supervision school visit takes place in order to be awarded a Pass grade is recommended to the University.</td>
</tr>
<tr>
<td>Associate Teacher (1): _____________________________ Date: __________</td>
</tr>
<tr>
<td>Associate Teacher (2): _____________________________ Date: __________</td>
</tr>
<tr>
<td>(if applicable)</td>
</tr>
<tr>
<td>University Supervisor: ______________________________ Date: __________</td>
</tr>
<tr>
<td>The ‘At-risk’ notification has been explained to me and I understand that if I do not rectify the issues identified in the EDFX Report Form, I will fail this placement.</td>
</tr>
<tr>
<td>Pre-service Teacher’s Signature: ______________________________ Date: __________</td>
</tr>
</tbody>
</table>

Areas of concern identified by the Associate Teacher(s) and the University Supervisor that require immediate attention by the pre-service teacher are:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

University Supervisor: _____________________________ Signature: _________________ Date: __________