FACULTY OF EDUCATION and ARTS
School of Education
Melbourne
SEMESTER ONE
EDFX 511: Graduate Professional Practice Secondary 1

PROFESSIONAL EXPERIENCE PROGRAM

GUIDELINES for SUPERVISING TEACHERS and
STUDENT TEACHER COORDINATORS
2015
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INTRODUCTION

This Guidelines Book is designed to meet the needs of the pre-service teacher, Supervising Teacher, Student Teacher Coordinator, and University staff who work within the Professional Experience program at ACU. All of the stakeholders involved within the Professional Experience 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 Supervising Teachers are encouraged to ask the pre-service teacher if he/she has read both the Unit Outline and Guidelines when the pre-service teacher makes contact with the placement school.

The Professional Experience 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, Supervising 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 Experience program.

OVERVIEW

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 can not 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 Supervising Teacher, the pre-service teacher will automatically place him/herself 'at-risk' of failing the placement. If this should happen, the Supervising Teacher and/or the Student Teacher Coordinator must contact the Professional Experience 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 card 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 teacher is requested to collect their EDFX Report Form from their Supervising Teacher or Student Teacher Coordinator on their final afternoon at school. The pre-service teacher is asked to return the form to their University campus immediately when the round concludes. The EDFX Report Form must be submitted to the relevant Professional Experience 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.

⚠️ It is the responsibility of the pre-service teacher to submit all paperwork. If this is not completed within a week of the completion of the practicum a pass grade cannot be awarded.

ASSESSMENT

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

- Enact all professional responsibilities and conduct his/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;
- 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 Supervising Teacher and Student Teacher Coordinator, and maintain these in a teaching folder that is at the standard expected for the teaching profession;
- Receive a numerical score greater than 3.6 and a SATISFACTORY grade as awarded by the Supervising Teacher; and,
- Return the completed and signed EDFX Report Form to the Professional Experience Office by the due date (one week after the completion of the placement)

DATES AND STRUCTURE OF THE PLACEMENT

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<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td><strong>EDFX511</strong>&lt;br&gt;Professional Experience 1:&lt;br&gt;Supervised Block Practicum: four weeks (20 days)</td>
<td><strong>EDFX512</strong>&lt;br&gt;Professional Experience 2:&lt;br&gt;Supervised Block Practicum: five weeks (25 days)</td>
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<td>Monday April 20 - Friday May 15</td>
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SUGGESTED TEACHING ALLOCATION FOR PRE-SERVICE TEACHERS

**EDFX511 Semester 1 (20 days)**

Pre-service teachers are expected to observe as many lessons as possible in each teaching area. This should be followed up with oral and/or written reflections on what has been observed and learnt. These reflections will form the basis of debriefing sessions held immediately after the Professional Experience block.

According to the discretion of the Supervising Teacher and the perceived readiness of the pre-service teacher, teaching duties should be agreed upon and implemented. There could be significant variation from one pre-service teacher to the next and from one teaching area to another, but as a general rule, most pre-service teachers should be teaching the equivalent of 1 lesson per curriculum area per day, after the first week, building up to teach the equivalent of 2 lessons per curriculum area per day. The table on the next page outlines the typical expectations for students during this professional experience block. These are guidelines only. The exact amount of teaching will depend on timetabling, length of lessons, pre-service teacher preparedness, and the Supervising Teacher's judgment.
Typical expectations for EDFX511

<table>
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<th>Week prior</th>
<th>Pre-service teachers should visit the placement school, meet with Supervising teacher/s. Discuss/plan the weeks ahead.</th>
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| Week 1     | Observation of classes in both of a pre-service teacher’s curriculum areas as well as a range of other school subjects. This should be a total of 3 to 4 lessons per day.  
  *Towards the end of the first week it is expected pre-service teachers should be responsible for the preparation and delivery of short lesson segments, in at least two curriculum areas, as deemed appropriate by the pre-service teacher’s Supervising Teachers.  
  Time should also be set aside for the pre-service teacher to attend meetings as deemed appropriate by a pre-service teacher’s Supervising Teacher.* |
| Week 2     | **Pre-service teachers should be expected to take responsibility, with the support of their Supervising Teachers, for the preparation and delivery of an average of one lesson per day in each of their curriculum areas (no more than 2 lessons per day).**  
  The remaining time in a day should include observations of classes, including some outside of their curriculum areas.  
  Time should also be set aside for the pre-service teacher to complete reflections as stipulated in their EDFX unit outline and to meet with the Supervising Teachers and the school Student Teacher Coordinator to discuss/draft/finalise the interim report  
  ![Mid-point review due.](lab1)

| Week 3     | **Pre-service teachers should be expected to take responsibility, with the support of their Supervising Teachers, for the preparation and delivery of an average of two lessons per day in each of their curriculum areas (no more than 4 lessons per day).**  
  The remaining time in a day should include observations within at least two of their curriculum areas.  
  Time should also be set aside for the pre-service teacher to complete reflections as stipulated in their EDFX unit outline and to attend meetings as deemed appropriate by a pre-service teacher’s Supervising Teacher. |
| Week 4     | **Pre-service teachers should be expected to take responsibility, with the support of School Mentors, for the preparation and delivery of an average of two lessons per day in each of their curriculum areas (no more than 4 lessons per day).**  
  The remaining time in a day should include observations of classes, including some outside of their curriculum areas.  
  Time should also be set aside for the pre-service teacher to meet with the supervising teachers and the school Student Teacher Coordinator to discuss/draft/finalise the summative report. Time should also be set aside for the pre-service teacher to complete reflections as stipulated in their EDFX unit outline and LEO site.  
  ![Final report due.](lab1) |

⚠️ It is the responsibility of the pre-service teacher to submit all paperwork. If this is not completed within one week of the completion of the practicum a pass grade cannot be awarded.
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 Supervising 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. Supervising 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 Experience Program briefing and debriefing sessions as scheduled and complete reflection tasks relating to their EDFX unit.
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 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 Supervising Teacher to read and comment on the quality of the responses to the assessment tasks.
GUIDELINES FOR SUPERVISING TEACHERS AND STUDENT TEACHER COORDINATORS

The following guidelines are offered to support the Student Teacher Coordinator and Supervising 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 Supervising Teacher are invited to contact the relevant Professional Experience 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, Supervising 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 Supervising 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 Professional Experience Placement Officer.

Supervising 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 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 Supervising 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 Experience Report Form at the conclusion of the round.

**University Supervisor**

1. Consult with the Student Teacher Coordinator and Supervising 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.

**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;
- 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 Supervising 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 Supervising 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 Graduate Diploma in Education (Secondary) and the Master of Teaching (Secondary) courses are professional programs 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, Supervising 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.

Supervising 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 Supervising 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 Supervising Teacher will complete the EDFX Report Form in consultation with the pre-service teacher. The EDFX Report Form offers an opportunity for the Supervising 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). One of the pre-service teachers’ EDFX tasks is to reflect on the Australian Professional Standards for Teachers at the mid-point and final point of their placement. It is expected that they will discuss their reflections on how they are achieving the standards during their mid-point review and summative assessment.

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 Supervising 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 at the end of the second week of placement.

During the ‘Mid-point review’, the Supervising 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 Supervising 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 Supervising 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 Supervising 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 Supervising Teacher nominates these standards by ticking the specific focus areas related to each standard on the EDFX Report Form. Space is provided for the Supervising 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 Supervising 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.
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 Supervising 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 Supervising 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 Supervising 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 Supervising 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 Supervising Teacher deems that the score is 3.5 or less, then the pre-service teacher will be deemed to have achieved an UNSATISFACTORY and to have FAILED the placement. However, for this to 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 Supervising 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 Supervising Teacher is required to record the number of days present and absent during placement, and the Supervising Teacher, Student Teacher Coordinator or Principal, and the pre-service teacher sign and date the completed EDFX form.

**Recommendation for 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 Supervising 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 Supervising Teacher and Student Teacher Coordinator

**Recommendation for 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 Supervising 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 (unless in the case of illegitimate absences or serious unprofessional conduct such as those that can be deemed illegal). 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 without commencing the ‘At-Risk’ Procedures.

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 Experience time on the University calendar.

In the event that an UNSATISFACTORY grade is awarded, we ask that the report form is returned directly to the Professional Experience (PEP) 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 Supervising 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 a Supervising Teacher perceives issues with the pre-service teacher’s performance on the designated task as outlined by the EDFX Unit Outline, the Supervising 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 Supervising Teacher must be of a constructive nature and explicit in detail, providing examples where possible. The Supervising 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 Supervising Teacher within the set timeframe then Phase Two will be initiated. The Supervising 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 Experience Office on the respective ACU campus. Continued consultation may be required with the University Supervisor and/or the relevant Professional Experience 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 Supervising Teacher and the pre-service teacher have completed Phase One of the ‘At-risk’ procedure, the Student Teacher Coordinator and Supervising Teacher are required to engage Phase Two of this management plan. The Student Teacher Coordinator and Supervising Teacher are asked to:

- contact the Professional Experience Office immediately for advice, and organise a University Supervisor to support the Supervising 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 Professional Experience 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 Supervising 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 Supervising 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 Supervising 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, Supervising 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 Supervising Teacher and pre-service teacher (this form will be sent to the relevant Professional Experience Coordinator at the University).

The Supervising 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 Professional Experience Placement Officer to arrange a Round Review meeting with the Professional Experience Coordinator.

If on the return visit the University Supervisor, Student Teacher Coordinator and the Supervising 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 Professional Experience 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 Professional Experience Placement Officer to arrange a Round Review meeting with the Professional Experience 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 Professional Experience Placement Officer if they encounter any non-teaching days during the placement. It is a professional responsibility to inform the Professional Experience Placement Officer of non-teaching days during a placement. If the pre-service teacher’s absence does not meet one of the cases below and has not been negotiated with the Professional Experience coordinator and school prior to the absence this absence will be deemed unprofessional conduct. In this case the university and/or the school reserve the right to terminate the round resulting in a fail grade. Non-attendance due to the completion of a University assessment task is not a legitimate reason.

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 Professional Experience 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 Professional Experience Placement Officer so the document can be placed in the pre-service teacher’s Professional Experience file. If you email a scanned copy, you will need to bring your original to the Professional Experience 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 Professional Experience 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 Professional Experience Placement Officer of the arrangement via email. The pre-service teacher should provide evidence of making up the non-teaching day to the Professional Experience 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 Professional Experience Placement Officer of the arrangement via email. The pre-service teacher should provide evidence of making up the non-teaching day to the Professional Experience 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 Professional Experience 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 Professional Experience Placement Officer of the arrangement via email. The pre-service teacher should provide evidence of making up the non-teaching day to the Professional Experience 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 Professional Experience Placement Officer about the arrangement via email. The pre-service teacher should provide evidence of making up the non-teaching day to the Professional Experience Office upon completion.
Non-teaching days due to sustained periods of absence from the placement school linking to a reason above
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, Supervising Teacher or Student Teacher Coordinator are encouraged to contact the relevant Professional Experience Office at the Melbourne or Ballarat campus.

SUPERVISING TEACHER CHECKLIST
The following checklist has been provided as a resource to support the Supervising Teacher with their role of mentoring the pre-service teacher.
As the Supervising Teacher, I have:

- Received all documentation relating to the pre-service teacher placement including the Unit Outline, Guidelines for Supervising 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
### APPENDICES

**Appendix 1: Lesson plan format**

<table>
<thead>
<tr>
<th>YEAR LEVEL &amp; SUBJECT:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO. OF STUDENTS:</td>
<td>LESSON DURATION:</td>
</tr>
</tbody>
</table>

**AusVELS/VCE STATEMENTS:**

**GOALS AND OBJECTIVES (INCLUDE LINK TO AusVELS/VCE):**

The students will be able to:

**SUMMARY OF RESOURCES REQUIRED:**

**LESSON PROCEDURE**

<table>
<thead>
<tr>
<th>TIMING</th>
<th>RESOURCES</th>
<th>STEPS OF THE LESSON (key activities and key questions)</th>
<th>EXPECTED STUDENT REACTIONS OR RESPONSES</th>
<th>TEACHER RESPONSES TO STUDENTS (including consideration of the need to adapt, reteach or extend)</th>
<th>GOALS &amp; METHODS OF EVALUATION (including specific informal and/or formal assessment links to AusVELS/VCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Opening</strong> (links to previous lesson/s or new topic, purpose of lesson):</td>
<td></td>
<td>The number and size of rows in these sections should expand or contract as necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson Development:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Closure</strong> (Options include summarising or reflecting on the learning achievements/analysing errors; preparation for future lessons etc):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PRE-SERVICE TEACHER’S POST LESSON REFLECTION

**Student learning** *(Were the stated goals achieved by all students or only some?)*

**Effectiveness of the learning and teaching strategies** *(For example, review your questioning skills in ‘checking for understanding’ or your explaining skills in ‘information and modelling’, or your organising and communicating skills, for example, giving instructions, encouraging student participation etc.)*

**Reflection on what you have learned and changes for future lessons** *(Identify a key learning/insight that you have gained about effective learning and teaching and those changes you will make when planning and implementing your next Direct Lesson Plan)*
**SUPERVISING TEACHER FEEDBACK**

Pre-service Teacher preparation for lesson, use of resources, teaching strategies, classroom management. Lesson introduction and closure. Acknowledgement of individual learning styles.
Appendix 2: Insurance statement

14 August 2014

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 who 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:

1. General & Product Liability (worldwide Except for US & Canada)
   Policy Number: ACU 14 GPL
   Period of Cover 31/10/2014 to 31/10/2015

2. Professional Liability (worldwide Except for US & Canada)
   Policy Number: ACU 14 PL.
   Period of Cover 31/10/2014 to 31/10/2015

3. Students Work Experience Personal Accident (Worldwide)
   Policy Number: 02.PAE.110727
   Period of Cover 31/10/2014 to 31/10/2015

I can be contacted on (02) 9739 2945, if you require further information

Rajan Wijey
Insurance Manager
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
- Supervising 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. **Supervising Teachers**

The Faculty of Education and Arts aims to:

- ensure that Supervising 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 Supervising 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 Supervising 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/ies 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.
This Professional Experience Evidence Guide provides assistance in the completion of the Professional Experience Report. Pre-service teachers are to be assessed for each Standard within the three Domains of the AITSL Australian Graduate Teacher Standards. These Domains cover Professional Knowledge, Professional Practice and Professional Engagement.

This document provides some examples of the forms of evidence that may be expected in relation to the Graduate Level of the Focus Areas of each Standard.

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 they provide an overview of the type of evidence that could be expected from pre-service teachers.
## STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

### 1.1 Physical, social and intellectual development and characteristics of students

Demonstrate knowledge, and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning

**Some examples of evidence:**

- Undertakes assessment to identify students with particular social, intellectual and physical learning needs
- Plans and implements appropriate teaching and learning activities, strategies and programs to meet student needs
- Tracks student progress with respect to physical, social and intellectual development
- Uses an appropriate level of language and pedagogical strategies suitable for the developmental stage of students
- Seeks student feedback to develop appropriate learning strategies

### 1.2 Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching

**Some examples of evidence:**

- Plans and utilises a variety of teaching and learning strategies to cater for different learning needs
- Encourages experiential and "hands-on" learning
- Encourages students to reflect on their learning
- Uses a variety of resources
- Uses effective questioning techniques and assessment strategies
- Instigates self-directed learning activities for students

### 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds

**Some examples of evidence:**

- Demonstrates knowledge of students and their cultural, religious or socioeconomic backgrounds
- Acknowledges and considers diversity and demonstrates this in teaching and learning programs
- Uses appropriate materials and sensitive and inclusive language when teaching
- Assesses student needs in order to determine content and learning experiences
- Ensures literacy and numeracy instruction is explicit and structured

### 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

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

**Some examples of evidence:**

- Develops an understanding of the special needs of Aboriginal and Torres Strait Islander students
- Analyses contemporary issues and their impact on Aboriginal and Torres Strait Islander student outcomes
- Modifies lessons/units/resources to respond to the needs of Aboriginal and Torres Strait Islander students
- Designs, develops or uses individual education programs as appropriate
- Links to support personnel (e.g. Support Teacher Learning, ESL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide) where appropriate and when necessary

### 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
Some examples of evidence:

- Plans and utilises a variety of teaching and learning strategies to cater for different learning needs
- Uses effective questioning techniques and assessment strategies to identify student needs
- Where appropriate, consults with the students, parents and caregivers to develop appropriate learning strategies and experiences
- Consults records of prior learning and assessment to develop targeted and differentiated teaching and learning activities
- Plans literacy and numeracy sessions which provide a range of opportunities to meet learning needs
- Works collaboratively with external support, such as counsellors, ESL teachers, curriculum and wellbeing leaders, and support teachers to meet student needs

1.6 Strategies to support full participation of students with disability

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability

Some examples of evidence:

- Modifies lessons/units to meet the needs of students
- Designs, develops or uses individual education programs as appropriate
- Provides students with the necessary strategies and resources to achieve learning and/or social outcomes
- Links to support personnel (e.g. Support Teacher, ESL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide, Wellbeing Leader) where appropriate and when necessary
- Assesses student needs in order to determine content and activities
- Uses explicit instructional approaches to build students’ knowledge of content and skills
- Plans independent learning activities focused on appropriate levels of ability and interaction

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 informed by research and curriculum documentation
- Engages students through rich, meaningful and connected learning experiences
- Applies content relevant to the current Australian Curriculum, AusVELS curriculum and support documents
- Clearly articulates teaching and learning content and accurately responds to student questions and responses
- Presents lessons which develop both understandings of content and processes associated with the curriculum area

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 curriculum and support 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 teaching programs and particular lessons
- 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 relevant Australian Curriculum, AusVELS curriculum, indicators of learning, and learning intentions
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/strategies that inform ongoing learning and teaching
- Identifies appropriate assessment criteria that matches assessment tasks and learning outcomes
- 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 data, Australian Curriculum and AusVELS curriculum documentation, indicators of learning, and learning intentions
- Identifies and builds on prior knowledge and experience in developing learning sequences and lesson plans
- Ensures sequential skill development that is differentiated for diverse levels of ability

2.4: Understand and respect Aboriginal and Torres Strait Islander 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 numerate and literate ways across curriculum areas
- Demonstrates developing abilities to plan and implement literacy and mathematics 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 teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide, Mathematics Leaders, Literacy Leaders) 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 the AusVELS curriculum requirements for ICT teaching and integration in teaching and learning
- Explicitly teaches ICT skills appropriate for the curriculum area 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
- Consults with ICT Leaders at the school when planning and evaluating lessons/programs
### STANDARD 3: 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 for student learning
- 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-sequence and motivating lessons/units which challenge students to achieve their learning potential
- Plans and uses learning intentions appropriately

#### 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 learning outcomes, teaching actions, learning strategies, questioning, and assessment are clearly articulated
- Ensures lesson plans are not only content based but incorporate practical activities and the development of skills and strategies appropriate to 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
- Plans for effective timing for lessons
- Reviews the learning which occurred and sets goals for follow-on learning

#### 3.3: Use teaching strategies
Include a range of teaching strategies.

**Some examples of evidence:**
- Ensures resources are relevant and meaningful to students’ learning needs and interests
- Uses variety in teaching methods and approaches that cater for individual, group, and whole-class learning
- Incorporates a variety of learning resources including ICT to teach content in lessons/programs
- Promotes student learning through diverse and stimulating teaching practices, e.g., debate, role-playing, practical activities, skill development/use/practice, relevant projects, site studies, 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, selects, and uses a variety of resources which are age and ability level appropriate
- Links with the teaching resources provided within the school, e.g., the resource library
- Implements a variety of teaching resources including relevant and current ICT resources
- Supports students’ critical thinking in use of resources and thinking strategies
- 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 learning stage of students
- Uses voice effectively with respect to pitch, strength, speed, and confidence
- Plans effective classroom discussion using a variety of questions, such as open-ended and closed questions, higher order questions, literal to inferential questions, and unambiguous questions
- Acknowledges and values student responses and attempts to engage all students in discussion as appropriate
- Use non-verbal communication effectively, e.g., effective eye contact, strategic classroom circulation, use of
visuals, and active listening
- Models appropriate use of grammatically acceptable English in written and oral forms

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, and plans actions for improvement)
- Modifies lessons and/or programs on the basis of teacher evaluation and evidence sources that support those evaluations
- Discusses with colleagues and Supervising Teacher of the effectiveness of programs/lessons
- Gathers a variety of evidence to inform evaluation of teaching
- Evaluates promptly after completion of the lesson and units of work
- Demonstrates a regard and value for the importance of teacher evaluation of practice
- Plans, reviews and evaluates teaching strategies and lessons/units of work appropriately

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
- Engages with parents/carers (as appropriate) to support student learning
- Gives feedback which is learning focused and that can 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 and caregivers
- Displays and acknowledges students’ work and ensures student access to resources
- Encourages individual talents and gifts of students
- Encourages all students to participate in classroom discussions, learning experiences and classroom activities
- Uses an appropriate level of language for the learning stage of the students
- Plans and utilises a variety of teaching and learning strategies to cater for different learning needs.
- Implements teaching and learning activities that have significance for students and where students are engaged and challenged
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
- Plans for and articulates clearly learning intentions and success criteria
- Utilises, models and teaches how to work in different structures in group formation, e.g., like-ability, mixed-ability, peer tutoring, friendship, random and ‘jigsaw’.
- Uses positive reinforcement
- Establishes clear routines and guidelines in the classroom
- Explains task and behaviour expectations clearly using appropriate oral and/or visual forms
- Implements effective time management when teaching lessons

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 students understand classroom rules, learning goals and consequences for expected and inappropriate behaviours
- 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 when addressing classroom issues
- Listens and moves effectively and purposefully around the classroom to monitor learning and student behaviour
- 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 actively and acknowledges students’ contributions to discussions and responses to teacher questions
- 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 and expected 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]
- Only uses social media for learning and teaching purposes (does not access and update social media posts during school hours)
- Models and teaches responsible and safe use of ICT including academic honesty when utilising web-based information
- Limits the use of mobile phones during break times
<table>
<thead>
<tr>
<th>STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</th>
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</thead>
<tbody>
<tr>
<td><strong>5.1: Assess student learning</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
</tr>
<tr>
<td><strong>Some examples of evidence:</strong></td>
</tr>
<tr>
<td>- Makes explicit the assessment criteria and outcomes to be achieved during lesson delivery</td>
</tr>
<tr>
<td>- Displays awareness of the focus of student learning and how it will be assessed</td>
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<tr>
<td>- Implements a variety of assessment tools/strategies to address formal and informal assessment of learning</td>
</tr>
<tr>
<td>- Consults colleagues about assessment processes, purposes, and practices at the school</td>
</tr>
<tr>
<td>- Uses appropriate assessment tools/strategies and matching assessment criteria to provide insight into the student learning and achievement</td>
</tr>
<tr>
<td>- Links assessment tools/strategies and matching assessment criteria to planned learning outcomes</td>
</tr>
<tr>
<td>- Embeds assessment into learning experiences, making clear the assessment and success criteria for students</td>
</tr>
<tr>
<td>- Evaluates assessment tools and practices</td>
</tr>
<tr>
<td><strong>5.2: Provide feedback to students on their learning</strong></td>
</tr>
<tr>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
</tr>
<tr>
<td><strong>Some examples of evidence:</strong></td>
</tr>
<tr>
<td>- Returns work or gives feedback to students within a timeframe which is appropriate to the type or purpose of the assessment</td>
</tr>
<tr>
<td>- Provides specific comments on positive achievement along with areas for improvement</td>
</tr>
<tr>
<td>- If appropriate, provides time to support students to address identified areas for improvement.</td>
</tr>
<tr>
<td>- Gives feedback which is linked to curriculum areas and focused on learning intentions, indicators of learning, learning outcomes, assessment criteria, and/or success criteria</td>
</tr>
<tr>
<td>- Uses appropriate assessment criteria in the assessment of student learning as evidence in student work</td>
</tr>
<tr>
<td>- Implements school or system policy regarding recognition of achievement</td>
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<tr>
<td><strong>5.3: Make consistent and comparable judgements</strong></td>
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<tr>
<td>Demonstrate an understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
</tr>
<tr>
<td><strong>Some examples of evidence:</strong></td>
</tr>
<tr>
<td>- Keeps meaningful, accurate and consistent records of student learning progress</td>
</tr>
<tr>
<td>- Collects student work samples to evaluate achievement and use for moderation purposes</td>
</tr>
<tr>
<td>- Annotates student work samples to highlight achievement of learning outcomes, learning intentions, and indicators of learning</td>
</tr>
<tr>
<td>- Links assessment data findings to curriculum documentation and school requirements</td>
</tr>
<tr>
<td>- Accesses and uses published moderated and annotated work samples to support moderation and consistent judgements concerning student achievement</td>
</tr>
<tr>
<td><strong>5.4: Interpret student data</strong></td>
</tr>
<tr>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
</tr>
<tr>
<td><strong>Some examples of evidence:</strong></td>
</tr>
<tr>
<td>- Uses assessment criteria to analyse and make sense of student work</td>
</tr>
<tr>
<td>- Summarises findings from assessment data that is then used to support student learning further</td>
</tr>
<tr>
<td>- Modifies lessons and/or programs on the basis of assessment data</td>
</tr>
<tr>
<td>- Discusses with colleagues and Supervising Teacher the effectiveness of teaching and learning programs</td>
</tr>
<tr>
<td>- Gathers a variety of evidence to inform effective assessment of student learning and evaluation of teaching</td>
</tr>
<tr>
<td>- Develops timely assessment of student learning and evaluation of teaching after completion of lessons</td>
</tr>
</tbody>
</table>
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 and acts appropriately in such meetings in particular observing confidentiality and the role of the classroom teacher/Supervising Teacher
- Documents issues of behaviour and discipline where appropriate
- Relates records to reporting and tracking of student progress

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

6.1: Identify and plan professional learning needs

Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

Some examples of evidence:

- Uses the Standards to identify areas of strength in professional knowledge, practice and engagement as well as areas for improvement
- Sets and articulates to the Supervising Teacher professional learning goals before, during and after the teaching placement
- Uses the Standards to reflect up and record evaluation comments on lessons and units of work
- Reflects upon and develops accurate self-evaluation of teaching performance
- Participates in regular shared discussions with Supervising Teacher/colleagues/supervisor/stage/staff/faculty related to teaching expectations for teachers at the Graduate level
- Seeks assistance and advice from Supervising teacher(s) and Tertiary supervisor as to progress against the Graduate Teacher requirements of the Australian Professional Standards for Teachers

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 in-service days where possible and appropriate
- Displays willingness to accept professional advice and new knowledge from Supervising Teacher and colleagues
- Attempts to incorporate professional development learning into subsequent programming, lesson plans and teaching
- Demonstrate 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
- Engages with reflective practice by recording self-evaluations and reflections as required and uses them to engage in discussions with Supervising Teacher(s) and Tertiary Supervisor
- Seeks assistance and advice from Supervising teacher(s) and Tertiary Supervisor
- Displays willingness to act upon professional advice and feedback
- Accepts constructive feedback on a professional rather than personal level
- Recognises the need for both “warm” and “cool” feedback to improve teacher quality
- 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, and enacts an appropriate role in team-planning situations
- Participates appropriately in staffroom interactions
- Shows respect for individual personalities

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-evaluation of teaching performance
- Responds to professional advice as a basis for future development of teacher knowledge and expertise
- 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, Code of Conduct and OH&S policies
- Participates in professional learning opportunities and keeps records of attendance at such opportunities
- Meets school attendance and time requirements and expectations
- Professional presentation is apparent in personal attire, attitude and responses to feedback
- Complies with the school’s and ACU’s professional Code of Conduct
- Cooperates and is respectful of staff, students, and parent/caregivers

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 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 Supervising Teacher

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 Supervising Teacher or Tertiary Supervisor in a timely and confidential manner
- Demonstrates sensitivity and empathy with the different background of parents and caregivers
- Ensures newsletters and permission notes follow guidelines and English grammar expectations
- 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 in-service days
- 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 Supervising Teacher and pre-service teacher.

#### “MID-POINT REVIEW” CHECK

The “Mid-point review” has been completed and discussed with Supervising Teacher and the pre-service teacher.

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<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Supervising Teacher (1)</td>
<td>___________________________</td>
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<tr>
<td>Supervising Teacher (2)</td>
<td>___________________________</td>
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<td>(if applicable)</td>
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<tr>
<td>Pre-service teacher</td>
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#### NOTIFICATION FOR ‘AT RISK’

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.

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<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Supervising Teacher (1)</td>
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<tr>
<td>University Supervisor</td>
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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.

<table>
<thead>
<tr>
<th>Pre-service Teacher’s Signature</th>
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<td>______________________________</td>
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Areas of concern identified by the Supervising Teacher(s) and the University Supervisor that require immediate attention by the pre-service teacher are:

__________________________________________________________________________________________
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<thead>
<tr>
<th>University Supervisor</th>
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