FACULTY OF EDUCATION and ARTS

School of Education
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SEMESTER 2, 2014

UNIT CODE: EDFX507

PROFESSIONAL AND COMMUNITY EXPERIENCE (PCE) PROGRAM

UNIT OUTLINE
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INTRODUCTION

This EDFX507 Unit Outline is designed to meet the needs of the pre-service teacher, Associate Teacher, Student Teacher Coordinator, and University staff, who work within the Professional and Community Experience (PCE) program at ACU. All of the stakeholders involved within the PCE program are encouraged to read the information contained within this Unit Outline, and its accompanying Guidelines for Associate Teachers and Student Teacher Coordinators. 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. The pre-service teacher is encouraged to tell the Associate Teacher and/or Student Teacher Coordinator that he/she has read the EDFX507 Unit Outline and the Guidelines for Associate Teachers and Student Teacher Coordinators when contact is made with the placement school.

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

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

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

PREREQUISITES / CO-REQUISITES / INCOMPATIBLES

It is your responsibility as a student to ensure that you have the prerequisites or co-requisites for a particular unit. You may not enrol in this unit if you have previously passed, or are currently enrolled in, any unit identified as incompatible with this unit. If you do not meet these requirements, then you must see your Course Coordinator.

The pre-requisite for EDFX507 is EDFX506: Graduate Professional Experience 1.

UNIT DESCRIPTION

The aim of the professional experience in the second year of ACU National’s teacher education program is to provide opportunities for pre-service teachers to become immersed in the life of the school program through participation may include single days or block practicum placements or a combination of both involving both observations and formal teaching. It will provide opportunities for integration between Education and Curriculum studies undertaken at the University and school-based professional learning experiences. This professional experience should develop and extend pre-service teachers’ teaching, learning and management strategies to an advanced level.
LECTURER IN CHARGE
PCE Coordinator: Matt Sexton
Office location: Rm. 1.54 (250 Victoria Parade)
Email: matthew.sexton@acu.edu.au
Telephone: 03 9953 3283
Contact: All communication concerning this placement needs to be first communicated to the PCE Placement Officer whose name is provided in the following pages in this unit.

ADMINISTRATION TEAM
PCE Team Leader: Liz Rimes
Office location: Rm. 1.21 (250 Victoria Parade)
Email: liz.rimes@acu.edu.au
Telephone: 03 9953 3614
Contact: Contact is best made via email.

PCE Placement Officer: Fiona Ebdon
Office location: Rm. 1.24 (250 Victoria Parade)
Email: fiona.ebdon@acu.edu.au
Telephone: 03 9953 3251
Contact: Contact is best made via email. If making contact via phone, please leave a message.

SECURING PLACEMENTS AND NOTIFICATIONS
Securing teaching placements to complete EDFX units is dependent on a number of factors, with many out of the control of the University. It is appreciated that pre-service teachers understand that placements are dependent on:

- the availability of schools during the scheduled time of the placement;
- the interest shown by schools during the scheduled time of the placement to host pre-service teachers; and,
- the location and accessibility of available schools in relation to the home address and transportation status of the pre-service teacher.

Every endeavour is made to ensure that the pre-service teacher begins the teaching placement at the time scheduled on the School of Education Victoria’s Professional and Community Experience (PCE) Calendar. However, the University cannot guarantee that the pre-service teacher will commence the placement at times articulated in the School of Education (Victoria) PCE Calendar.

If a pre-service teacher finds him/herself in a situation where he/she has not had a placement secured for him/her, the pre-service teacher will be notified with updates by their designated PCE Placement Officer. Consultations with the pre-service teacher will also happen through meetings with the PCE Team Leader and the relevant PCE Coordinator should a pre-service teacher find
his/herself in the situation of not being placed in time to start the placement at the time indicated in the School of Education Victoria’s PCE Calendar.

When a placement has been secured, the pre-service teacher will be notified of his/her placement by email with details provided by logging onto InPlace. The formal beginning of the placement commences once the pre-service teacher has been notified of the placement. The formal completion of the placement occurs when the EDFX Report Form has been submitted to the PCE Office.

Once a pre-service teacher has been notified of their placement, contact must be made with the placement school and a pre-round visit arranged (please note – in the case of a rural/regional placement this pre-round visit may not be possible – in this instance, a pre-round telephone contact will suffice). Failure to make this contact and visit will result in cancellation of placement and an UNSATISFACTORY grade (NN) may be awarded on lack of attention to professional conduct or professional responsibilities.

DATES AND STRUCTURE OF THE PLACEMENT

This placement is a four (4) week teaching round. The dates for this EDFX507 placement are:

**Monday 17th November to Friday 12th December 2014**

The EDFX units (placement) are conducted in the same way as any other academic unit that forms part of the pre-service teacher’s Education course. The EDFX units are concerned with intensive sustained teaching, and they are an opportunity for the pre-service teacher to explore and transform theoretical understandings in a practical setting. These placements are block placements and cannot be split unless approved by the appropriate PCE Coordinator and the Head of School. In the case where a pre-service teacher is repeating a failed EDFX unit, he/she will be required to repeat this unit within the next scheduled time in the School of Education (Victoria) PCE calendar.

Variation of placement is only granted for very particular cases, and can only occur when officially approved by the relevant PCE Coordinator. The appropriate application form needs to be completed by the pre-service teacher and relevant documentation that supports the application is required. Pre-service teachers need to be aware that applying for a variation of placement does not mean that approval is given automatically. Pre-service teachers are cautioned that a variation of placement may mean that the placement has to be completed at a different time to that that is articulated in the School of Education (Victoria) PCE calendar. This may situate the pre-service teacher as an ‘out-of-phase’ student. If approval is given for a variation of placement, it is granted only once during the pre-service teacher’s course.

ATTENDANCE REQUIREMENTS

Attendance requirements are set for this placement unit. To ensure that requirements for the unit are met, pre-service teachers must attend the preparation lecture(s) and complete the required number of days for all EDFX units. Failure to meet the attendance requirements may result in failure of the placement unit.

*Preparation lecture(s)*

An attendance roll will be taken for the preparation lecture. If a pre-service teacher is absent for this compulsory lecture, he/she will be asked to present certification that explains the reason for the absence. The pre-service teacher is required to complete a number of tasks to prepare him/her for the upcoming placement. These tasks need to be completed and submitted by the due date
nominated by the Lecturer-in-Charge. The tasks must also be completed to the satisfaction of the PCE Placement Officer. Failure to submit the tasks to the satisfaction of the Placement Officer will mean that the placement will be withheld until the pre-service teacher meets the requirements for such tasks.

Placement

All pre-service teachers are required to complete the nominated number of days for all EDFX placement units. Teaching days missed due to illness must be ‘made-up’ as soon as possible but not during days that conflict with the pre-service teacher’s timetabled days for University classes. Please refer to the Guidelines for Associate Teacher and Student Teacher Coordinator for procedures that are to be followed when teaching days are missed by the pre-service teacher.

It is the responsibility of the pre-service teacher to inform the placement school should they foresee absences during the placement. If a pre-service teacher fails to attend at any time during the placement without notification, the Associate Teacher or Student Teacher Coordinator is required to contact the relevant PCE Placement Officer and inform this person of the pre-service teacher’s absence.

The pre-service teacher is not permitted to complete extra-curricular activities (e.g., attendance at a parent information night, before-school sports coaching, etc.) in lieu of teaching days that have been missed during the placement. A pre-service teacher will be deemed to have not completed the placement until all attendance requirements have been met.

LEARNING OUTCOMES

The Master of Teaching (Primary) course is a professional program that requires development of particular attributes for accreditation purposes. These are also included in the Learning Outcomes.

On successful completion of this unit, pre-service teachers will be able to:

- establish links between the theoretical perspectives considered during education and professional studies undertaken at University and professional practice in schools
- develop and implement appropriate classroom teaching and learning strategies for extended teaching session
- critically reflect and evaluate their classroom experiences as a means to develop and refine professional practice
- synthesise theoretical considerations related to teaching and learning with professional practice
- consolidate and extend advanced classroom teaching and management skills
- critically reflect and evaluate their classroom experiences as a means to develop and refine professional skills
- implement a variety of classroom organisational procedures

GRADUATE ATTRIBUTES

Each unit in the pre-service teacher’s course contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at http://www.acu.edu.au/204356. All Australian universities have their expected Graduate Attributes – ACU’s Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop some attributes.

On successful completion of this unit, pre-service teachers will have developed their ability to:
GA4 think critically and reflectively
GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
GA6 solve problems in a variety of settings taking local and international perspectives into account
GA8 locate, organise, analyse, synthesise and evaluate information.

CONTENT
Topics may include:

- classroom preparation
- selection and effective use of resources
- lesson design and implementation
- motivational techniques
- communication and questioning strategies
- classroom organisation and management strategies
- planning teaching and learning experiences across a range of curriculum areas
- interpersonal skills
- assessment and evaluation approaches
- effective teaching and learning strategies
- creating positive classroom environments
- schools, parents, and community
- teacher ethics and professional responsibilities
- catering for diversity, including school organisation and individual differences
- curriculum development
- social and cultural influences on teaching and learning
- social justice and the provision of education

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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

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

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

ASSESSMENT TASKS

To achieve the learning outcomes and demonstrate proficiency with the Australian Professional Standards for Teachers, the pre-service teacher is expected to complete a number of assessment tasks. These assessment tasks align closely with the classroom duties and responsibilities that the pre-service teacher is required to enact whilst completing this EDFX unit. It is expected that the pre-service teacher will take responsibility for the completion of these tasks. Associate Teachers are asked to read and provide feedback on the quality of the pre-service teacher's responses to the assessment tasks.

The pre-service teacher is expected to complete these assessment tasks at a standard that is expected for the teaching profession. The responses to these tasks should be maintained in the pre-service teacher's teaching folder. The teaching folder must be made available when requested by the Associate Teacher, Student Teacher Coordinator and/or University staff. Failure to produce responses to the assessment tasks at any given time may place the pre-service teacher ‘at-risk’ of failing the placement.

For EDFX507, there are two (2) observation tasks which are to be completed during the first two days of placement, and another seven (7) assessment tasks that are to be completed for the remaining time of the placement. For pre-service teachers seeking Catholic accreditation, there is an additional task to complete.

These tasks are embedded in the work practices that the pre-service teacher is required to enact during this four (4) week placement. The assessment tasks that have been set for this unit are:

OBSERVATION TASKS

Task 1:
Familiarisation with the classroom

Each pre-service teacher is required to observe and record carefully the ways that the classroom teacher manages his/her classroom. The pre-service teacher is required to take notes about the
following areas to support him/her with the transition as a teacher of students in that placement classroom.

TEACHING STRATEGIES:
- strategies your Associate Teacher considers appropriate for this class, e.g., grouping of students, approaches to collaborative group work, cooperative learning organisation, teaching approaches, questioning techniques

CLASSROOM MANAGEMENT:
- strategies employed
- rules, protocols and routines observed by students and the teacher
- strategies to manage student behaviour
- rewards and consequences concerning appropriate and inappropriate behaviour
- motivation strategies used to inspire learning and to create a cooperative learning environment

TEACHING TECHNIQUES:
- use of the three-phase model for lessons (introduction, body, & conclusion)
- strategies that engage and ‘tune’ students into the learning focus
- strategies that promote exploration and investigation of the lesson idea(s)
- strategies that prompt students to explain, elaborate, extend, and generalise those ideas
- strategies that support students to reflect upon and evaluate their learning as a result of participating in particular lessons
- questioning including types of questions and ways of posing questions
- scaffolding strategies to support and extend understanding(s) of ideas
- assigning work tasks
- assessment and feedback strategies to support student learning
- evaluation procedures used to reflect on lessons/units of work

LESSON CONTENT:
- the content and the amount of content that are considered suitable by the Associate Teacher for this class. (The pre-service teacher should reflect an understanding of the nature, level and quality of content in the prepared lessons to be taught throughout the supervised teaching days.)

PLANNING:
- the Associate Teacher’s work program
- the Associate Teacher’s timetable
- the format used by the Associate Teacher to collate and present information on one curriculum area, and how this is presented in a unit of work

FAMILY ENGAGEMENT:
- strategies that the Associate Teacher employs to communicate with/involve/engage parents/carers/family

Task 2:
Focused observation of lessons facilitated by the Associate Teacher

This task does not specifically belong to the observation days. Observation lessons may be organised when convenient throughout the round.

Pre-service teachers are required to observe a minimum of five (5) teaching and learning interactions. It is important that the pre-service teacher focuses on what the Associate Teacher is doing and what the children are doing, not solely on the subject matter of the lesson.
Not all of these sessions need to involve the Associate Teacher. There may be opportunities to observe other teachers, at different levels of the school, teaching lessons which focus on a variety of curriculum areas.

Before and after each observation/demonstration session, pre-service teachers should interact with the Associate Teacher as much as possible, discuss various issues which may arise or did arise throughout the lesson, and discuss the planning of the lessons and clarify perceptions about the lesson.

Written observations on these five sessions should address the following criteria. (An adaptation of the University lesson plan format will provide a suitable framework for these notes.)

1. **Lesson design:**
   - curriculum area and topic area
   - learning outcomes for the lesson
   - links to AusVELS documentation
   - use of the three-phase model for lessons (introduction, body, & conclusion), including the strategies used in each phase of the lesson
   - ways of catering for diversity in learning needs
   - nature (type) and function (purposes) of questions
   - assessment strategies used (formative, summative, peer assessment, self-assessment, cognitive/affective)
   - criteria for assessment (evidence of learning)

2. **Classroom organisation and management:**
   - teacher/student interaction(s)
   - behaviour management strategies
   - use of space to support learning
   - grouping of students, and reasons for such groupings

3. **Resources used by the teacher and students:**
   - ways resources are distributed for use
   - reasons for selecting particular resources
   - use of ICTs to support learning and teaching

4. **Facilitation of purposeful classroom talk and discussions:**
   - teacher to students
   - student to teacher
   - student to student
   - ways that the teacher initiates and sustains purposeful classroom talk

**SUPERVISED TEACHING TASKS**

**Task 3:**
**Planning, teaching, assessing, and evaluating single lessons**

Teach two lessons per day from Day 3 onwards of the supervised aspect of the placement (begin once the observation days have been completed), and continue this until half-day teaching in Week 2. The purpose of this task is to provide an opportunity for the pre-service teacher to interact with the students, establishing rules and setting up expectations of his/her role in the classroom before initiating his/her half-day programs.
These lessons may be taught consecutively or as single lessons at different times during the day. In the case of two lessons being taught consecutively, the pre-service teacher is expected to plan and record the two lesson plans as well as the steps for the lesson transition.

In relation to the pre-service teacher's lesson preparation, the following conditions apply:

i. Topic or focus of each lesson to be determined following discussion between the Associate Teacher and pre-service teacher.

ii. Each lesson to be set out according to the University lesson plan format (Appendix 2). Lesson evaluation comments must be included.

iii. Lesson preparation to be completed outside of school time.

iv. Prepared lesson to be handed to the Associate Teacher prior to teaching the lesson. Failure to meet conditions articulated in iii and iv may result in withdrawal of permission to teach the assigned grade and one day's absence marked on the pre-service teacher's report form.

v. The Associate Teacher is requested to write on the pre-service teacher's journal housed in the teaching plan folder an evaluation of the lesson.

***Task 4: Planning, teaching, assessing, and evaluating half-day sessions***

During Week 2, plan, prepare and teach three (3) half-day timetabled programs with the assistance of the Associate Teacher. Each half-day session is to be set out in the pre-service teacher's journal/teaching plan folder using the Associate Teacher's work program format.

Note: The pre-service teacher must incorporate the following features in the work program:

- Time
- Curriculum area and topic
- Learning standards/outcomes
- Learning experience/task details
- Resources (teacher use and student use)
- Assessment strategies and criteria for analysing assessment data
- Ways that students will learn (individually, pairs, triads, like-ability, mixed-ability)

Self-evaluation comments MUST be recorded after each session.

The Associate Teacher is requested to write an evaluation in the pre-service teacher's teaching plan folder concerning the planning, organisation and implementation of each timetabled half-day program taught.

***Task 5: Planning, teaching, assessing, and evaluating full-day sessions***

During Week 3, plan, prepare and teach three (3) full-day timetabled programs with the assistance of the Associate Teacher.

Each full day session is to be set out in the journal/teaching plan folder using the Associate Teacher's work program format.

Note: The pre-service teacher is to incorporate all of the features noted in Task 2 in the work program.

Lesson plans are not required if students are deemed to be progressing satisfactorily, however an outline of each lesson's main points should be available.

Self-evaluation comments MUST be recorded at the conclusion of each day.
The Associate Teacher is requested to write an evaluation on the pre-service teacher's full-day program plan housed in the teaching plan folder concerning the planning, organisation and implementation of each timetabled full-day program taught.

**Task 6:**
**Planning, teaching, assessing, and evaluating one week program (full control)**
During Week 4, plan and prepare with the assistance of the Associate Teacher five (5) full days. The pre-service teacher will teach and take full control for one week. Guidelines for Task 5 apply to this task which is implementation of full control of the classroom (with mentor support by the Associate Teacher).

**Task 7:**
**Planning, teaching, assessing, and evaluating one three-week unit of work**
With the assistance of the Associate Teacher, plan, prepare and teach a three-week sequence/minor unit of work. This sequence/unit of work may be taught at any time throughout the supervised days of the teaching round.

The following conditions apply:

i. The sequence may be chosen from any curriculum area.

ii. The sequence incorporates ten to twelve lessons or alternatively a minimum of six hours for Grade Prep to a minimum of ten hours for Grades 5/6.

iii. The Associate Teacher's planning proforma or one modelled in curriculum areas taught throughout the pre-service teacher’s University course may be used for this task.

**Note:**
The unit proforma that is used should incorporate the following information:
- students' background to learning (what is already understood about the content and proficiencies of skills related to the content)
- learning standards/outcomes with clear links to AusVELS curriculum documentation
- learning experiences/activities/tasks
- questions to prompt and probe student thinking
- assessment strategies and criteria for analysis
- resources
- time allocation
- teacher evaluation of unit

iv. Pre-service teachers are required to demonstrate a variety of strategies in the planned unit, for example, exposition, narration, application, revision and, if necessary, remediation/extension for students' learning.

v. Pre-service teachers should endeavour to arouse and sustain students' interest and application through a variety of motivational resources and strategies.

vi. Set out the sequence plan in the pre-service teacher's journal/teaching plan folder.

vii. Self-evaluation comments **must** be recorded.
viii. The Associate Teacher is requested to write in the pre-service teacher's journal/teaching plan folder an evaluation of the pre-service teacher's planning, organisation and implementation of the sequence.

Task 8:  
Planning for student learning in multiple grouping structures
The pre-service teacher should demonstrate skill in organising groups, multi-age and multi-ability groups, and/or composite grade management. The pre-service teacher is required to show that he/she is able to organise and direct groups/grades, which are involved concurrently in diverse learning activities.

This feature of group management should be incorporated into the pre-service teacher's lesson plans/units of work/learning activities.

Task 9:  
Reflective practice
As reflection is part of professional practice each pre-service teacher is required to record weekly his/her reaction to their teaching performance in his/her journal/teaching plan folder. These reflections should be a critical analysis, using evidence to identify strengths in practice and to diagnose areas for improvement. As a way of improving practice, the reflections should also include possible actions that could be enacted to develop the areas of improvement into strengths of practice.

Please note that these are separate from lesson self-evaluation because these are weekly reflections. Therefore, in your teaching folder you will have four (4) of these weekly reflections.

Task 10:  
Religious Education in Catholic schools
To facilitate the Religious Education program, each pre-service teacher is required to complete the following tasks.

i. Pre-service teachers should observe at least three Religious Education classes which are part of a sacramental preparation or teaching program if possible

Note: These observation lessons are additional to the five (5) stipulated on pages 10 and 11 of this EDFX507 Unit Outline.

ii. Pre-service teachers should familiarise themselves with the Religious Education resources in the library and teacher resource centre, including the curriculum documentation that teachers are required to use when teaching Religious Education

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

The following key elements of professional conduct are particularly important and must be observed by the pre-service teacher. A pre-service teacher must not:
• develop a relationship with any student that is, or that can be misinterpreted as having a personal rather than a professional interest in a student;
• use mobile phones during set teaching times during the school day for any other purpose than supporting student learning or teaching;
• overuse mobile phones during meal times in the staff room;
• use his/her mobile phone when conducting supervision of students (e.g., yard duty);
• engage in contact with students via social media (Facebook, Twitter, Instagram, etc.) unless written approval by the Associate Teacher is given and that social media is strictly used with matters related to curriculum or education; and,
• invite students to join his/her personal electronic social networking site(s) or accept any invitations to join students’ electronic social networking sites.

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

The pre-service teacher is required:

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

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

14. to return of the EDFX Report Form within one (1) week of completing the placement.

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

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

**Termination of Placement**

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

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

**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.

Please see the *Guidelines for Associate Teachers and Student Teacher Coordinators* for the procedures to be followed by the Associate Teacher, Student Teacher Coordinator, and University Supervisor should there be concerns about the performance, commitment and/or professional conduct demonstrated by the pre-service teacher during the placement. A copy of the ‘Notification for ‘at risk’ of unsatisfactory progress form’ is found in Appendix 5 of this EDFX Unit Outline. Pre-service teachers who are ‘at-risk’ of failing the placement will be required to complete this form with the University Supervisor and the Associate Teacher(s).
EMERGENCY CONTACT FORM

The pre-service teacher is obligated to provide the placement school and the Professional and Community Experience Office with emergency contact details. It is a requirement of the placement for the pre-service teacher to download and complete the Emergency Contact Form from the ACU website using the following URL:

http://students.acu.edu.au/administration_and_enrolment/faculties/education/Professional_and_Community_Experience/Victoria_-_professional_experience/booklets_and_forms/?a=586480

This document should be given to the placement school office and the Professional and Community Experience (PCE) Office for the duration of the placement. This form will be stored in a sealed envelope and will only be opened in the case of an emergency. It is the responsibility of the pre-service teacher to collect this envelope at the completion of the placement from the school office.

WORKING WITH CHILDREN CHECK CARDS

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

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.

Please read the information in the Guidelines for Associate Teachers and Student Teacher Coordinators carefully as it concerns what types of non-teaching days require ‘making up’. If you are faced with a non-teaching day, and you have read the information within these guidelines, and you still have a question concerning your situation, please email the PCE Placement Officer.

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

RETURNING COMPLETED REPORT FORMS

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

If the pre-service teacher does not return his/her EDFX Report Form within one week of the conclusion of the placement, the PCE Placement Officer will enter an UNSATISFATORY (NN) grade for the EDFX unit.

The pre-service teacher is not awarded a grade for this placement unit by the PCE Coordinator until all required days of placement have been accounted for, and the EDFX Report Form has all required information recorded in the form.

It is the responsibility of the pre-service teacher to return the completed EDFX Report Form to the University only when all days of the placement have been attended by the pre-service teacher. If the pre-service teacher is required to complete days because of absence from the placement school, then it is asked that the Associate Teacher keeps the EDFX Report Form until all days have been “made-up”. It is then that the pre-service teacher is given the completed report form.

ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS
The PCE website is an important online resource that can be used to support pre-service teachers when completing EDFX (placement) units. This website can be accessed using the friendly URL:

www.acu.edu.au/pcevic

STUDENT SUPPORT DURING THE PLACEMENT
If a pre-service teacher experiences any perceived difficulties or challenges during the placement, the pre-service teacher should contact the relevant PCE Placement Officer in the first instance (not the PCE Coordinator). The pre-service teacher is encouraged to email the relevant PCE Placement Officer with his/her concerns. This email may be forwarded to the PCE Coordinator who will then advise the Placement Officer with a course of action to support the pre-service teacher. It is important that email communication is used because during many times of the day, the PCE Placement Officer is engaged with duties related to his/her work, and he/she may not be readily available.

If University staff members are not aware of such difficulties and/or challenges faced by the pre-service teacher, it may be too late at the end of the placement to reach an amicable solution for the pre-service teacher and the placement school.

If the pre-service teacher is experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on his/her studies, he/she is advised to notify the Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support, please contact the Office of Student Success.

Academic Skills offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.

- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
• The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.

• **Equity and Disability** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.

• **Indigenous Units** on each campus provide information and support for students.


**ACU POLICIES AND REGULATIONS**

It is the responsibility of the pre-service teacher to read and familiarise his/herself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, which is available in the Library or on the ACU website at [http://www.acu.edu.au/142401](http://www.acu.edu.au/142401).

The Unit Outline Resources page ([http://students.acu.edu.au/241467](http://students.acu.edu.au/241467)) is a good starting point.

**TEXTS AND REFERENCES**

There are no set texts for this EDFX (placement) unit. However, pre-service teachers are encouraged to access the following recommended readings and online sources.

**Recommended references**


### Further online references

Australian Institute for Teaching and School Leadership (AITSL)


Victorian Institute of Teaching


### APPENDICES

- Appendix 1: University lesson plan format
- Appendix 2: Pre-service teacher checklist
- Appendix 3: Australian Professional Standards for Teachers
- Appendix 4: Examples of evidence
- Appendix 5: Notification for ‘at risk’ of unsatisfactory progress form
# Appendix 1: University lesson plan format

## LESSON PLAN FORMAT

The following is a sample of the lesson plan format used by the University.

<table>
<thead>
<tr>
<th>Lesson Topic/Focus:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AusVELS Domain(s):</th>
<th>Year level(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AusVELS strand(s):</th>
<th>Lesson duration:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AusVELS sub-strand(s):</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AusVELS Dimension(s) or Religious Education Guideline:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Standard(s)/Outcome(s)/Objective(s):

State the lesson outcomes or other appropriate concepts, understanding, skills or attitudes students should learn through this lesson as informed by the AusVELS content descriptors, standards, learning focus (delete this text when completing the lesson plan)

At the conclusion of this lesson, the students will know/understand that:

At the conclusion of this lesson, the students will demonstrate the skills/strategies of:

### Assessment:

State the assessment strategy that will be used to determine what the students have learned (delete this text when completing the lesson plan)

**Assessment criteria for analysis:**

Name the criteria clearly in order to access such learning and to analyse the assessment data; criteria should be clearly linked to the learning standards/outcomes; what will you look for in the assessment? What evidence will you seek in the assessment that proves that the student has met the lesson’s learning outcomes? (delete this text when completing the lesson plan)

### Teaching focus:

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

or

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

### Background to the learning:

A. References for teacher background knowledge

B. Identify students’ current knowledge
Lesson resources:
List the resources, materials, equipment and titles of books used in the presentation of the lesson/activity. Present a summary of your whiteboard presentation or attach to the back page of your lesson plan a sample of your handouts where appropriate (delete this text when completing the lesson plan).

Lesson content:

A. Introduction
Motivation and ‘tuning in’ strategies to revise current knowledge, to gain insights into what the students already understand, to engage the students or to introduce new learning; list the key questions to use (delete this text when completing the lesson plan)

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

C. Consolidation, practice, extension
Assign work tasks, which apply the concepts, skills, understanding and/or attitudes; ways of extending the learning of ideas/understandings; ways of scaffolding learning for students who require extra assistance (delete this text when completing the lesson plan)

D. Closure
Summarise the key issues in the lesson; list the strategies employed to determine what the students have learnt; questions that will be posed to support the students’ reflection on learning (delete this text when completing the lesson plan)

Post-lesson review and evaluation:

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

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

Lesson/activity transition:
This is the activity required to terminate the first lesson/activity and to initiate the next lesson/activity. A lesson/activity transition is not to be confused with a lesson/activity conclusion.

The maximum recommended time is 3-4 minutes. Activities may include collecting used materials, tidying the room, returning materials to shelves, a song, a jingle/action rhyme, a stretching activity, reorganisation of furniture, distribution of materials for the next lesson/activity.

The following format should be used to present the lesson/activity transition:

Step 1:
Step 2: (etc)
**ASSESSMENT GRID**

<table>
<thead>
<tr>
<th>Outcome/Standard/Objective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student name</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(three focus students for this lesson)</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform future lessons and student learning</td>
</tr>
</tbody>
</table>
Appendix 2: Pre-service teacher checklist

Sample organisation for this EDFX placement:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 1 and 2</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 observation days</td>
<td>Supervised teaching days</td>
<td>Supervised teaching days</td>
<td>Supervised teaching days</td>
<td>Supervised teaching days</td>
</tr>
<tr>
<td>• Task 1 and 2</td>
<td>• Plan, teach, and evaluate eight (8) to ten (10) lessons</td>
<td>• Thee (3) half day programs</td>
<td>• Thee (3) full day teaching programs</td>
<td>• Full control</td>
</tr>
<tr>
<td>• Preparation for teaching</td>
<td>• Organisation of Religious Education task</td>
<td>• Implementation of three (3) week sequence/unit of work</td>
<td>• Continuation of Religious Education task</td>
<td>• Completion of Religious Education task</td>
</tr>
<tr>
<td>• Organise five (5) observation lessons over the four (4) week period.</td>
<td>• Implementation of Religious Education task</td>
<td>• Continuation of three (3) week sequence/unit of work</td>
<td>• Continuation and assessment of three (3) week sequence/unit of work</td>
<td>• Continuation and assessment of three (3) week sequence/unit of work</td>
</tr>
</tbody>
</table>

1. **Written observation information on:**

   Task 1 (classroom practices and procedures)
   Task 2 (observation of five teaching interactions)

2. **Supervised teaching days:**

   Number of individual lessons taught
   Number of half-day sessions
   Number of full day sessions
   Full week control planned, taught, assessed and evaluated
   All self-evaluations and reflections completed

3. **Religious education task:**

   All task requirements completed

4. **Placement report form**

   Completed
   Signed
   Returned to ACU
### STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN

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

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

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

<table>
<thead>
<tr>
<th>STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Area</strong></td>
</tr>
<tr>
<td>3.1 Establish challenging learning goals</td>
</tr>
<tr>
<td>3.2 Plan, structure and sequence learning programs</td>
</tr>
<tr>
<td>3.3 Use teaching strategies</td>
</tr>
<tr>
<td>3.4 Select and use resources</td>
</tr>
<tr>
<td>3.5 Use effective classroom communication</td>
</tr>
<tr>
<td>3.6 Evaluate and improve teaching programs</td>
</tr>
<tr>
<td>3.7 Engage parents/carers in the educative process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Area</strong></td>
</tr>
<tr>
<td>4.1 Support student participation</td>
</tr>
<tr>
<td>4.2 Manage classroom activities</td>
</tr>
<tr>
<td>4.3 Manage challenging behaviour</td>
</tr>
<tr>
<td>4.4 Maintain student safety</td>
</tr>
<tr>
<td>4.5 Use ICT safely, responsibly and ethically</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Area</strong></td>
</tr>
<tr>
<td>5.1 Assess student learning</td>
</tr>
<tr>
<td>5.2 Provide feedback to students on their own learning</td>
</tr>
<tr>
<td>5.3 Make consistent and comparable judgments</td>
</tr>
<tr>
<td>5.4 Interpret student data</td>
</tr>
<tr>
<td>5.5 Report on student achievement</td>
</tr>
</tbody>
</table>
## Domain 3: Professional engagement

### STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

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

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

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Graduate standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Meet professional ethics and responsibilities</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
</tr>
<tr>
<td>7.2 Comply with legislative, administrative and organisational requirements</td>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
</tr>
<tr>
<td>7.3 Engage with the parents/carers</td>
<td>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</td>
</tr>
<tr>
<td>7.4 Engage with professional teaching networks and broader communities</td>
<td>Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.</td>
</tr>
</tbody>
</table>
Appendix 4: Examples of evidence

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

Please note:

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

**DOMAIN 1**

<table>
<thead>
<tr>
<th>STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Physical, social and intellectual development and characteristics of students</strong>&lt;br&gt;Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>- Undertakes assessment to identify students with particular social, intellectual and physical learning needs</td>
</tr>
<tr>
<td>- Plans and implements appropriate teaching and learning activities, strategies and programs to meet student needs</td>
</tr>
<tr>
<td>- Tracks student progress with respect to physical, social and intellectual development</td>
</tr>
<tr>
<td>- Uses an appropriate level of language and pedagogical strategies suitable for the developmental stage of students</td>
</tr>
<tr>
<td>- Seeks student feedback to develop appropriate learning strategies</td>
</tr>
<tr>
<td><strong>1.2 Understand how students learn</strong>&lt;br&gt;Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>- Plans and utilises a variety of teaching and learning strategies to cater for different learning needs</td>
</tr>
<tr>
<td>- Encourages experiential and hands-on learning</td>
</tr>
<tr>
<td>- Encourages students to reflect on their learning</td>
</tr>
<tr>
<td>- Uses a variety of resources</td>
</tr>
<tr>
<td>- Uses effective questioning techniques and assessment strategies</td>
</tr>
<tr>
<td>- Instigates self-directed learning activities.</td>
</tr>
<tr>
<td><strong>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</strong>&lt;br&gt;Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>- Demonstrates knowledge of students and their cultural, religious or socioeconomic backgrounds</td>
</tr>
<tr>
<td>- Acknowledges and considers diversity and demonstrates this in teaching and learning programs</td>
</tr>
<tr>
<td>- Uses appropriate materials and sensitive and inclusive language</td>
</tr>
<tr>
<td>- Assesses student needs in order to determine content and activities</td>
</tr>
<tr>
<td>- Ensures literacy and numeracy instruction is explicit and structured</td>
</tr>
<tr>
<td><strong>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</strong>&lt;br&gt;Demonstrate broad knowledge and understanding of the impact of cultural, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds</td>
</tr>
<tr>
<td>Some examples of evidence:</td>
</tr>
<tr>
<td>- Develops an understanding of the special needs of Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td>- Analyses contemporary issues and their impact on Aboriginal and Torres Strait Islander student outcomes</td>
</tr>
<tr>
<td>- Modifies lessons/units/resources to respond to the needs of Aboriginal and Torres Strait Islander students</td>
</tr>
<tr>
<td>- Designs, develops or uses individual education programs as appropriate</td>
</tr>
<tr>
<td>- Links to support personnel (e.g. Support Teacher Learning, ESL/EAL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide) where appropriate and when necessary</td>
</tr>
</tbody>
</table>
### 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 appropriate staff members, students, parents and caregivers to develop appropriate learning strategies
- 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/EAL teachers 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 plan (IEPs)/programs as appropriate
- Provides students with the necessary strategies and resources to achieve learning or social outcomes
- Links to support personnel (e.g. Support Teacher Learning, ESL/EAL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide) where appropriate and when necessary
- 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(s)
- Demonstrates understanding of content knowledge and pedagogical content knowledge of the curriculum areas
- Engages students through rich, meaningful and connected activities
- Applies content relevant to the current Australian Curriculum, AusVELS and supporting documents
- Chooses appropriate, rich, meaningful and connected learning experiences/tasks for students
- Demonstrates understanding and use of inquiry-based learning approaches to support student understanding

#### 2.2: Content selection and organisation

*Organise content into an effective learning and teaching sequence*

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

#### 2.3: Curriculum, assessment and reporting

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

**Some examples of evidence:**
- Designs relevant assessment tasks that inform ongoing learning and teaching
- Utilises a wide range of pedagogy that is appropriate to the learning needs of students
- Develops logical sequences of learning and teaching that have been informed by relevant assessment
- Builds on prior knowledge and experience when developing lesson plans/units of work
- Ensures sequential skill development that is differentiated for diverse levels of ability
### 2.4: Understand and respect Aboriginal and Torres Strait 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 all relevant curriculum areas
- Demonstrates understanding that different grouping of students is effective when teaching literacy and when teaching numeracy
- Demonstrates developing abilities to plan and implement literacy and numeracy blocks of teaching
- Ensures literacy and numeracy instruction is explicit and structured
- Plans for students to read and write independently
- Uses support personnel (e.g. Support Teacher Learning, ESL/EAL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide) where appropriate and when necessary

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

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students

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

#### DOMAIN 2

### STANDARD 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
- Ensures planning and goals reflect the diverse range of needs of individual students
- Relates learning goals to the appropriate curriculum stage
- Develops lesson plans which detail learning goals clearly
- Plans well-sequenced and motivating lessons/units which challenge students to achieve their learning potential

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

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies

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

#### 3.3: Use teaching strategies

Include a range of teaching strategies

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

### 3.4: Select and use resources

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

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

### 3.5: Use effective classroom communication

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

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

### 3.6: Evaluate and improve teaching programs

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

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

### 3.7: Engage parents/carers in the educative process

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

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

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

#### 4.1: Support student participation

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

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

#### 4.2: Manage classroom activities

*Demonstrate the capacity to organise classroom activities and provide clear directions*

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

*Demonstrate knowledge of practical approaches to manage challenging behaviours*

**Some examples of evidence when the pre-service teacher:**

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

### 4.4: Maintains student safety

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

**Some examples of evidence:**

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

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

*Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching*

**Some examples of evidence:**

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

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

#### 5.1: Assess student learning

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

**Some examples of evidence:**

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

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

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

**Some examples of evidence:**

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

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

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

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

5.5: Report on student achievement
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

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

DOMAIN 3

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING

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

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

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

Some examples of evidence:
- Participates in professional development activities such as staff/stage/faculty meetings and school professional learning opportunities where possible and appropriate
- Displays willingness to accept professional advice and new knowledge from colleagues
- Attempts to incorporate professional learning into subsequent programming, lesson plans and teaching
- 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
- Seeks assistance and advice from the Associate Teacher(s) and/or University Supervisor
- Displays willingness to act upon professional advice
- Accepts constructive feedback on a professional rather than personal level
- Engages in professional discussions and shares ideas and resources collaboratively
- Demonstrates willingness to work collaboratively with colleagues as part of a team
- Assists in collaborative planning for learning and teaching
- Participates appropriately in staffroom interactions

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6.4: Apply professional learning and improve student learning

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

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

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

7.1: Meet professional ethics and responsibilities

Understand and apply the key principles in codes of ethics and conduct for the teaching profession

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

7.2: Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage

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

7.3: Engage with parents/carers

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

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

7.4: Engage with professional teaching networks and broader communities

Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice

Some examples of evidence:
- If possible, participates in professional learning activities such as staff/stage/faculty meetings and school professional learning opportunities
- Displays willingness to share new knowledge with colleagues and engage in professional discussions
- Where applicable, incorporates professional learning into subsequent programming, lesson plans and teaching
- Engages with consultative groups related to the teaching profession where possible and appropriate
Appendix 5: Notification for ‘at risk’ of unsatisfactory progress form

NOTIFICATION FOR ‘AT RISK’ OF UNSATISFACTORY PROGRESS FORM

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

“MID-POINT REVIEW” CHECK

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

Associate Teacher (1): _____________________________ Date: __________

Associate Teacher (2): _____________________________ Date: __________
(if applicable)

Pre-service teacher: _______________________________ Date: __________

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.

Associate Teacher (1): _____________________________ Date: __________

Associate Teacher (2): _____________________________ Date: __________
(if applicable)

University Supervisor: _____________________________ Date: __________

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.

Pre-service Teacher's Signature: _____________________________ Date: __________

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

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

University Supervisor: _____________________________ Signature: _________________
Date: _________________