BACHELOR OF EDUCATION (Secondary)

Professional Practice 2 (Secondary) Application of Curriculum
EDFE12043

Information and Guidelines for the Supervision and Assessment of Pre-service Teachers

Forms	Completed by	When	Sighted/Signed
Interim Report	Supervising Teacher	End of Week 1	Supervising Teacher and Pre-service Teacher to sign
Final Summative Report	Supervising Teacher	End of the placement	Supervising teacher, pre-service teacher and university supervisor to sign and submit the electronic final summative report.

Pre-service Teacher	
Learning Site	
Supervising Teacher/s	
Site Coordinator	

Contents

Section 1 – Information about Professional Practice 2 (Secondary)

Introduction to Professional Practice 2 (Secondary)

Professional Practice 2 (Secondary) is one of five units that include practical teaching placements completed by pre-service teachers at CQUniversity. Pre-service teachers undertaking this placement are in the second year of study (or equivalent) of an undergraduate Bachelor of Education course in Secondary Education. Professional Practice 2 (Secondary) is their second placement and is completed in a secondary school classroom that uses the Australian Curriculum.

This booklet provides information for pre-service teachers, supervising teachers, site coordinators and university supervisors about the expected outcomes, structure, activities and assessment against the Australian Professional Standards for Teachers for Professional Practice 2 (Secondary).

Aims of Professional Practice 2 (Secondary)

Professional Practice 2 (Secondary) extends on pre-service teachers' previous classroom experience from Professional Practice 1 and their knowledge of the content and teaching strategies of curriculum learning areas gained through university coursework.

Bachelor of Education (Secondary) pre-service teachers have two distinct curriculum learning (teaching) areas. Pre-service teachers had the opportunity to focus on one of their curriculum learning areas in Professional Practice 1, therefore, the focus of this placement is on the pre-service teacher's other curriculum learning area. Both Professional Practice 1 and 2 should be in junior (middle) secondary contexts only (Years 7 – 10).

The Course Map below shows the placement and focus of Professional Practice 2 (Secondary) in relation to the pre-service teachers' overall course of study and provides supervising teachers with information about the prior knowledge that second year pre-service teachers bring to professional experience contexts at this stage of their development.

Bachelor of Education (Secondary) Course Map								
	Term 1				**Term 2**			**Term 3**
Year 1	Education as a Profession	Teaching Youth	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Responding to Diversity & Inclusion	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	**Professional Practice 1 (Introduction to Teaching)**	Indigenous Studies & Learning
Year 2	Digital Pedagogies in Secondary Schools	Engaging Learners: Classroom Management and Neuroscience	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit		Literacy and Numeracy in Secondary School Contexts	Middle Years Learning and Teaching *	**Professional Practice 2 (Secondary) Application of Curriculum**	
Year 3	Discipline Teaching Area 1 unit	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Discipline Teaching Area 2 unit	Discipline Teaching Area 1 unit	Discipline Teaching Area 2 unit	Learning and Wellbeing in Middle School	Students with Special Needs	**Professional Practice 3 (Secondary) Engagement with Others**
Year 4	Assessment and Reporting in Secondary Schools	Senior Years Learning and Teaching *			The Ethical Professional	**Professional Practice 4 (Secondary) Learning & Teaching in Action**	**Professional Practice 5 (Internship)**		

Note: Professional Practice units are shaded
Discipline Teaching Area units are content units completed outside of the education discipline. Pre-service teachers complete 6 units per teaching area.
* 12 credit point units – i.e. equivalent to two units (one per discipline teaching area).

Consistent with the course structure illustrated above, the main aims of Professional Practice 2 (Secondary) are to:

- Support second year pre-service teachers' understanding and application of strategies for sequencing teaching and learning to align with curriculum intent and assessment of students' achievement in an authentic classroom setting.
- Provide opportunities for pre-service teachers to plan for and practise strategies for consistent and fair management of student behaviour and classroom routines in whole class contexts.
- Broaden pre-service teachers' awareness of strategies that support students' literacy and numeracy development.
- Broaden pre-service teachers' awareness of strategies that support students' learning using embedded ICTs.
- Enhance pre-service teachers' capacity for evaluating their classroom practice through a focus on student learning and targeted feedback on their progress and achievement against selected focus areas of the Australian Professional Standards for Teachers.

Expected outcomes of second year pre-service teachers during Professional Practice 2 (Secondary)

Pre-service teachers are assessed against the Australian Professional Standards for Teachers **at a level appropriate for a second year placement.** At this stage, pre-service teachers are expected to **engage with** selected focus areas of the standards matched to the tasks and activities they complete in the classroom.

Specifically, by the end of the Professional Practice 2 (Secondary) placement, the pre-service teacher will be able to:

- Prepare for teaching by organising lesson content into a logical sequence that scaffolds the development of core curriculum concepts and/ or literacy and numeracy
- Select and use teaching strategies and resources, including ICTs, to enhance student learning and understanding of curriculum content
- Use effective interpersonal skills and classroom management strategies that are consistent with whole school approaches and established classroom rules to create a positive and supportive learning environment
- Analyse formative assessment information gathered from teaching activities to adjust planning and delivery of lessons to meet the learning needs of students in the class
- Respond to feedback about planning and teaching to evaluate practice and identify ways to improve teaching and student learning
- Reflect on the impact of teaching practice on student learning and engagement by making explicit links to the selected focus areas of the Australian Professional Standards for Teachers for Professional Practice 2 (Secondary)
- Apply personal literacy and numeracy competence in classroom and professional contexts

Elaboration of the achievement standards and detailed expectations of pre-service teachers during Professional Practice 2 (Secondary) are outlined in the Supervision and Assessment Section of this booklet. The details provided should be used by supervising teachers as a guide for:

(a) providing the pre-service teacher with appropriate opportunities for learning how to teach during the placement;
(b) giving feedback on the pre-service teacher's practice and progress against the expectations set for Professional Practice 2 (Secondary); and,
(c) making judgements on the pre-service teacher's overall achievement against the Standards on the Final Summative Report.

Pre-service teachers' prior knowledge and preparation for Professional Practice 2 (Secondary)

Pre-service teachers are prepared for the placement through 12 weeks of university tutorials and workshops. These university-based learning activities develop pre-service teachers' knowledge of a range of teaching and engagement strategies to demonstrate their understanding of the concepts, substance and structure of their curriculum teaching areas. This process is facilitated by linking teaching practice to relevant curriculum frameworks and the design of effective learning that uses appropriate content knowledge.

In addition, second year pre-service teachers undertaking this professional experience placement will be building a basic understanding of the content and organisation of the Australian Curriculum for their nominated curriculum learning area for this placement. This knowledge will be the focus of professional learning throughout the university term and will be demonstrated in university assessment immediately prior to the Professional Practice 2 (Secondary) placement. As a result of this engagement with curriculum documents, pre-service teachers will be able to link lesson goals to curriculum content in their nominated learning areas with some support from the supervising teacher. They will have a basic understanding of teaching strategies in these learning areas and basic knowledge of processes for planning learning sequences and using formative assessment strategies to monitor student learning.

To be eligible to complete the Professional Practice 2 (Secondary) placement, pre-service teachers must receive a passing grade on a university-based assessment task in this unit. This task assesses pre-service teachers' knowledge and understanding of theories and practical strategies for creating a supportive learning environment by enacting the appropriate curriculum framework for a chosen teaching area in the classroom.

Duration and Structure of Professional Practice 2 (Secondary)

Pre-service teachers complete a total of 15 days of professional experience in a school according to the schedule shown in Table 1 below.

Table 1: Duration and structure of Professional Practice 2 (Secondary)		
Site Induction*	Completed prior to the commencement of the placement or on Day 1	Meeting with Site Coordinator and Supervising Teacher WHS procedures and regulations for site
15 day placement	3 week continuous block in School Term 4	Days 1-15: Assessable placement days (See Table 2)

*Pre-service teachers are encouraged to visit the school prior to the commencement of the placement to complete induction requirements and meet their supervising teachers.

The three-week block comprises supervised assessment, coaching and mentoring by a teacher with current registration with the Queensland College of Teachers; or, in the case of placements outside Queensland, a teacher who by way of holding an approved qualification or experience, would be eligible for registration as a teacher in Queensland under the Queensland College of Teachers' arrangements for mutual recognition. Payment is received for all assessable days and procedures for returning pay claims to the CQUniversity Professional Experience Office can be found on the separate Payment Information Sheet supplied to supervising teachers.

Section 2 – Guidelines for the Supervision and Assessment of Pre-service Teachers

The support, supervision and assessment of pre-service teachers during Professional Practice placements centres on five key aspects of teaching practice identified in the Queensland Professional Experience Reporting Framework (the framework). The framework is an integral part of Queensland Partnership Agreements for the conduct of high quality professional experience and provides a common assessment and reporting mechanism for making judgments on pre-service teachers' achievement of the Australian Professional Standards for Teachers (Graduate Career Stage).

Regardless of the Australian state or territory in which the placement is completed, the five aspects of teaching practice underpinning the performance and assessment of pre-service teachers during Professional Practice 2 (Secondary) are:

1. Planning effectively – Preparing for teaching
2. Teaching effectively – Enactment of teaching
3. Managing effectively – Creating safe and supportive classroom environments
4. Assessing and recording learning
5. Professional conduct

The role of the Supervising Teacher

The supervising teacher performs a vital role in the support and assessment of pre-service teachers and in the processes they undertake while learning to teach. Valued features of this role include modelling effective teaching practice and creating opportunities for discussion and reflection on practices that improve student learning to guide the pre-service teacher's professional development.

The following sections of this booklet provide information and guidelines for three key responsibilities of the supervising teacher's role in this placement in relation to mentoring, supervision and assessment. These responsibilities include:

- Providing opportunities that allow the pre-service teacher to demonstrate the specific requirements of the placement
- Observing the pre-service teacher's practice and providing feedback on his/her progress to promote reflection, self-assessment against the Standards and evaluation of the impact of practice on student learning
- Making assessment judgements based on evidence relevant to achievement criteria and the specified focus areas of the Australian Professional Standards for Teachers.

The role of the University Supervisor

The university supervisor plays an important role in providing support to all stakeholders during Professional Practice placements, particularly where a pre-service teacher may be considered to be "at-risk" of not meeting expectations.

A designated member of university academic staff will perform the role of university supervisor on each CQUniversity campus. He/she will make contact with supervising teachers to clarify any expectations for the supervision and assessment of pre-service teachers at the commencement of the assessable block.

The university supervisor will conduct a site visit to the school during the assessable block to meet with pre-service teachers and supervising teachers; provide moderation of assessment; and assist with formative and general feedback on the pre-service teacher's progress.   Where distance from a regional university campus makes physical attendance difficult, this support will occur through telephone and email contact.

Please note that CQUniversity's Professional Practice Handbook outlines the roles and responsibilities of **all** key stakeholders involved in placements; and supervising teachers, site coordinators and pre-service teachers are encouraged to refer to this handbook for further details about all aspects of the placement.

Specific Requirements of Professional Practice 2 (Secondary) – Pre-service teacher tasks and activities

The tasks completed by pre-service teachers during Professional Practice 2 (Secondary) include observation, teaching and reflection activities which are organised around the five aspects of teaching practice identified above. Table 2 below provides a general guide for the pre-service teacher's learning progression. Activities are dependent on context and the pre-service teacher's readiness for teaching whole class lessons and may be adjusted by the supervising teacher as required. Suggested guidelines for the maintenance and organisation of a **"Working Portfolio"** for recording evidence of the tasks and activities outlined in Table 2 is included as Appendix 3 to this booklet. Pre-service teachers should follow these guidelines to create an up-to-date ongoing record of engagement in the tasks and activities for the placement and make this portfolio available for viewing by the supervising teacher each day.

Table 2: Pre-service Teacher tasks and activities for Professional Practice 2 (Secondary)		
Professional Practice Day/s	**Activities**	**Evidence (Records to be maintained by the pre-service teacher)**
Pre-placement visit **OR** **Day 1 of Week 1** *Note: A pre-placement visit for induction and orientation to the school site is highly recommended.*	**Induction:** Meet the site coordinator and supervising teacher and obtain contact details for the supervising teacher to return to the Professional Experience Office for reporting purposes. Obtain copies of school and classroom policies and practices related to classroom management and, where possible, **discuss** the principles underpinning these approaches with the supervising teacher. **Discuss** expectations for professional conduct and WHS regulations and procedures at the school site during professional experience and ensure understanding of and compliance with these expectations for the duration of this placement.	Copies of relevant school policies and classroom resources e.g. responsible behaviour plan, timetable, etc
Days 1 – 5 **OR** **Days 2 – 5** **(Remainder of Week 1 of the assessable block)**	**Observe** teaching and learning strategies and write one formal observation per day for a chosen junior secondary class in one of your teaching areas. Note the use of ICTs to support student learning and discuss your observations with the supervising teacher. **Discuss** the focus for planning and teaching over the three week block with the supervising teacher. Planning should include the development of at least one lesson sequence (or part of a lesson sequence) in one junior secondary class leading to the demonstration of learning of some aspect of the curriculum in a summative task. **Supervise and/or plan and teach** small group or whole class activities (or parts of lessons) each day under the direction of the supervising teacher. **Plan and teach** at least one complete whole class lesson by the end of the week with the plan written up in detail on the lesson planning template. **Analyse information** about the learning that occurred as a result of your planning and teaching and reflect on improvements to teaching practice that could enhance student learning. **Record** information about the needs, interests and abilities of individual students or small groups that impact on planning decisions to support their learning, engagement and on-task behaviour during whole class lessons. **Write a short reflection** for each day that shows your developing understanding of the characteristics of learners that affect engagement, participation and achievement of learning outcomes and discipline-specific teaching strategies that are effective for engaging and motivating students, assessing student learning and creating supportive, safe and inclusive learning environments.	One written observation per day with a focus on the structure and use of teaching strategies (including use of ICTs). Planned small group/ whole class activities (parts of lessons) activities, where relevant, and at least one detailed planned lesson by the end of the week with the evaluation section completed One reflection per placement day (dated and labelled to indicate the specific focus of reflection)

| **Days 6 – 15**

Week 2 & Week 3 of the assessable block

Note: Interim report is completed at the end of week 2 | **Observe** teaching practice and student learning as above ensuring that observations include a focus on the implementation of curriculum within the nominated teaching area including lessons that support literacy and/or numeracy development.

Plan and teach lessons for two junior secondary classes within the nominated teaching area. Lesson plans should include links to the curriculum, explicit learning goals, a clear instructional plan and a strategy for monitoring student learning. Planning and teaching should include some opportunities to trial the use of ICTs to support and enhance student learning, where possible, and should focus on the development of a sequence of lessons **leading up to** students' demonstration of their learning in a summative assessment task.

Collect work samples or other assessment information from teaching to identify the learning that has occurred and **discuss** modifications for follow-up lessons that will improve teaching practice and student learning with the supervising teacher. Use the information to evaluate the effectiveness of the chosen teaching strategies and annotate lesson plans to record modifications for follow-up lessons to support the learning of all students in the class.

Reflect on progress towards meeting the expectations of Professional Practice 2 (Secondary) using the Guide to Making Judgements (See Appendix 2) and the supervising teacher's feedback and **write a short reflection each day** that includes goals for improving practice and professional learning. Reflections should make explicit links to the Australian Professional Standards for Teachers that are the focus for assessment on the Professional Practice 2 (Secondary) Final Summative Report. | One lesson observation per day (dependent on the amount of teaching undertaken by the pre-service teacher)

At least one completed whole lesson plan per day with evaluation completed and adjustments made to follow up lessons to support student learning.

One reflection for each professional experience day. |

Assessment of pre-service teachers' classroom practice – A guide to using the assessment tools in this booklet

Assessment of pre-service teachers during Professional Practice 2 (Secondary) involves three key processes that are part of the supervising teacher's responsibilities throughout the placement. These processes are:

1. Observation of pre-service teacher's practice throughout the assessable days
2. Completion of an Interim Report at the mid-point of the placement (Day 8)
3. Completion of the Final Summative Report at the end of the placement (Day 15).

The following section provides a guide to these assessment processes for supervising teachers.

1: Observation of teaching practice

Formal observation of pre-service teachers' practice is an important strategy for monitoring their progress and providing focused feedback to improve pedagogy and general classroom practice.

As well as forming the basis for reflection and discussion, the supervising teacher's observations can be used to identify pre-service teachers who are not making adequate progress against the Standards for Professional Practice 2 (Secondary) and to trigger the "at-risk process".

The supervising teacher should complete observations on an **agreed focus selected from the list provided in Table 3 below.** The focus chosen for observations will depend on context but should cover a range of classroom teaching practices over the duration of the placement. A template for recording observations is provided as Appendix 1 to this booklet.

Table 3: Observation focus for feedback and monitoring of progress during Professional Practice 2 (Secondary)	
Aspect of Teaching Practice/Link to the Australian Professional Standards for Teachers	**Suggested Focus for Classroom Observation and Feedback**
Planning and Teaching 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area 2.2 Organise content into an effective learning and teaching sequence. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students 3.3 Include a range of teaching strategies. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2.1 Uses appropriate content and teaching strategies for the teaching area 2.2 Links to students' prior knowledge and use of instructional steps that scaffold understanding of core concepts. 2.2 Timing and pacing of lesson delivery 2.5 Explicit teaching or modelling of literacy or numeracy skills required to complete a set task 2.6 Use of digital resources to support student learning of a curriculum concept 3.3 Use of "I do", "we do", "you do" phases within a lesson 3.5 Questioning and feedback to correct misconceptions and support learning of all students
Managing the learning environment 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	4.1 Use of strategies to promote the participation of all students in a learning activity 4.2 Use of essential skills to prevent, support and correct off-task behaviour 4.2 Use of instructions and organised routines to manage transitions during whole sessions/half days
Assessing and recording learning 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	5.1 Use of a planned assessment strategy to collect information on students' progress and learning 5.2 Use of feedback that corrects misconceptions or extends students' understanding towards meeting the lesson goal 5.4 Use of planned questions to check for understanding and respond to students' learning needs

Supervising teachers should complete **at least 2 formal observations of the pre-service teacher for each week of the assessable block placement** (Days 1 – 5, Days 6 – 10, and Days 11 – 15).

To complete the observation, the following process should be used:

1. The supervising teacher selects an observation focus from Table 3 and advises the pre-service teacher of a specific lesson and/or time for observing the **agreed focus**.
2. The pre-service teacher prepares for the observation and demonstrates the aspect of practice in the classroom setting while the supervising teacher observes and records data related to the agreed focus on the observation template. (See Appendix 1 for a copy of the observation template.)
3. The supervising teacher shares observations and feedback on the observed aspect of practice with the pre-service teacher and encourages discussion about strategies to improve or consolidate practice in that specific focus area with a particular emphasis on the impact of that practice on student learning.
4. The supervising teacher should provide the pre-service teacher with a copy of the completed observation template for the purpose of compiling and reflecting on evidence of his/her practice against the Australian Professional Standards and criteria for the placement.

2: The interim report

The Interim Report identifies the focus areas of the Australian Professional Standards for Teachers that pre-service teachers will **engage with** during Professional Practice 2 (Secondary). The Standards are grouped according to the five key aspects of planning, teaching, managing, assessing and recording learning and professional conduct that are the focus of professional learning and assessment in this placement. The criteria for assessment of these standards **at a second year pre-service teacher's level** are outlined in Appendix 2. The criteria act as a Guide to Making Judgements on the pre-service teacher's progress at the mid-way point and again at the end of the block placement for the purposes of completing the Final Summative Report

Supervising teachers should complete the Interim Report by Day 8 of the block.

The Interim Report should be used as the basis for a discussion with the pre-service teacher about his/her progress at this stage of the placement and to identify strategies to improve or enhance teaching practice with respect to the Guide to Making Judgements and expectations for Professional Practice 2 (Secondary).

In response to the supervising teacher's feedback on the Interim Report, the pre-service teacher should reflect on the progress achieved and work with the supervising teacher to improve and enhance teaching practice and professional learning for the remainder of the placement.

3: The Final Summative Report.

The Final Summative Report assesses the pre-service teacher's achievement during Professional Practice 2 (Secondary) using the same focus areas of the Standards and criteria as the Interim Report. Supervising teachers should complete the Final Summative Report at the end of Week 3 of the block placement by recording the pre-service teacher's overall achievement of the Standards for each of the five key areas of practice. The supervising teacher should refer to the criteria for a second year pre-service teacher outlined in the Guide to Making Judgements (see Appendix 2).

In usual circumstances, a recommendation for Satisfactory on the summative report would mean that the pre-service teacher has achieved a rating of **A (At expected level for a second year placement)** in each area of practice consistent with the Guide to Making Judgements.

Identifying "At-risk" pre-service teachers

A pre-service teacher is identified as being "at-risk" of failing the placement when he or she is not demonstrating adequate progress towards meeting the expected outcomes or criteria for Professional Practice 2 (Secondary).

Supervising teachers use classroom observations; the descriptors and sources of evidence outlined in the Guide to Making Judgements (Appendix 2); and the Interim Report as mechanisms for identifying pre-service teachers who are "at-risk".

In the event that a pre-service teacher is judged to be performing "Below the expected standard", the supervising teacher should contact the relevant university supervisor to initiate a formal "at-risk" process and develop a support plan for the pre-service teacher. Please see the CQUniversity Professional Practice Handbook for a detailed outline of the "at-risk" process and a copy of the "at-risk" form which includes a section for documenting the proposed support plan.

Section 3: Assessment and Reporting Forms

The Assessment and Reporting Forms in this booklet should be completed throughout the professional experience placement and sighted and signed by the pre-service teacher.

Copies of the Classroom Observation template and the Interim Report should be provided to the pre-service teacher to support reflection on practice and for the purpose of completing a portfolio of evidence demonstrating engagement with the Standards at the level of a second year pre-service teacher. See guidelines for organising and maintaining an ongoing record of engagement with the tasks and activities for the placement in **Appendix 3: "Guidelines for the Working Portfolio."**

The pre-service teacher should retain these documents and upload a copy of **each** of them as part of the requirements for the university-based Assessment Task that follows completion of the placement.

Supervising teachers should refer to the Guide to Making Judgements provided in Appendix 2 of this booklet while completing the Assessment and Reporting Forms.

Process for the Final Summative Report

The summative report for Professional Practice 2 is completed electronically. The following steps outline the process for receiving and completing this report:

1. Supervising teachers will receive an email from the Professional Experience Office at the beginning of the final week of the placement with the link to the electronic report embedded in the email. After completing the report and clicking the button called "Supervising teacher sign & submit", the report will automatically be digitally signed and dated and sent via email to the pre-service teacher.

2. The pre-service teacher will check the report and click an acknowledgement that he/she has read the report. By clicking the button labelled "Pre-service teacher sign & submit", the report will be digitally signed and dated and sent to the university supervisor via email for final checking and signing.

3. The university supervisor will receive an email that contains a link to the completed report for the pre-service teacher that he/she supervised during Professional Practice 2. The email will ask the university supervisor to confirm that the pre-service teacher has completed the placement to a satisfactory standard. After reviewing the report and confirming the overall result, the university supervisor will click on the "CQUniversity Supervisor sign & submit" button which will add a digital signature and date to the report and send it directly to the university record keeping system.

Any queries regarding assessment and reporting should be directed to the University Supervisor. University support staff can also be contacted by email to the CQUniversity Professional Experience Office at WIL-EduArts@cqu.edu.au.

EDFE12043 Professional Practice 2 (Secondary) Attendance Record

A copy of this attendance record should be included in the pre-service teacher's Working Portfolio.

Pre-service Teacher:_____ Learning Site:_____

Supervising Teacher:_____ Teaching Area/s:_____

Placement Day	Placement Day	Date	Working Portfolio Evidence **Satisfactory (S) or Unsatisfactory (U)**	Supervising Teacher Initials
Week 1 of the assessable block	Day 1			
	Day 2			
	Day 3			
	Day 4			
	Day 5			
Week 2 of the assessable block	Day 6			
	Day 7			
	Day 8			
	Day 9			
	Day 10			
Week 3 of the assessable block	Day 11			
	Day 12			
	Day 13			
	Day 14			
	Day 15			

EDFE12043 Professional Practice 2 (Secondary) Report

Pre-service Teacher:_____ Learning Site:_____

Supervising Teacher:_____ Teaching Area/s:_____

This report is based on the pre-service teacher's **engagemen**t with the Australian Professional Standards for Teachers. In second year placements, pre-service teachers are developing their practice **TOWARDS** meeting the Standards at Graduate Level**.**

Please refer to the Guide to Making Judgements (Appendix 2) for descriptions of the expected standard of performance of second year pre-service teachers as well as possible sources of evidence to inform assessment judgements in each of the five areas as well as the Classroom Observations completed to date.

Key to ratings: Below Expected level for PP2 (B); Developing towards Expected level for PP2 (D); At Expected level for PP2 (A);
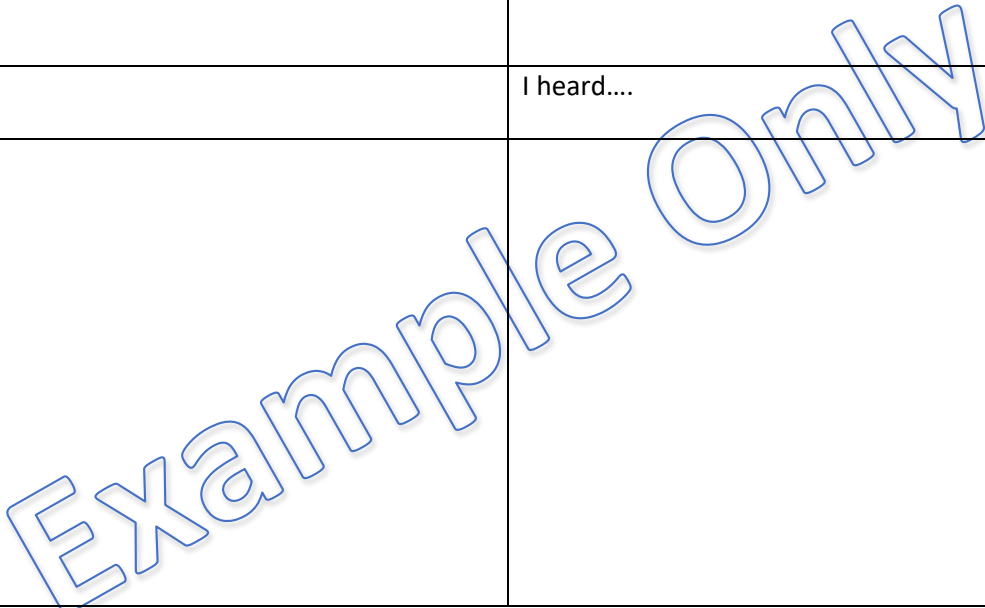Exceeding Expected level for PP2 (E)

Focus for Assessment				
Section 1: Planning Effectively	**B**	**D**	**A**	**E**
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning • Shows understanding of the relevance of responding to students' characteristics and developmental stages to improving learning through profiling, descriptive anecdotal observations and planned lesson modifications for group or individual learning needs.	☐	☑	☐	☐
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds • Records detailed observations of teaching practice and daily reflections that incorporate professional and theoretical knowledge about how students learn.	☐	☐	☐	☐
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities • Plans whole class lessons that differentiate content or teaching strategies for students of differing ability levels.	☐	☐	☐	☐
2.2 Organise content into an effective learning and teaching sequence • Organises lesson content and teaching sequences into a logical structure that scaffolds learning and promotes the development of core concepts in a learning area.	☐	☐	☐	☐
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans • Uses content drawn from relevant curriculum documents to develop a teaching sequence and related assessment tasks to monitor student learning of an element of the official curriculum.	☐	☐	☐	☐
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas • Uses teaching strategies that draw on observations of teaching practice and pedagogical knowledge to support the development of learners' literacy and numeracy.	☐	☐	☐	☐
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. • Sets learning goals for individuals and groups based on curriculum documents and student profiling information.	☐	☐	☐	☐
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies • Plans lessons that incorporate direct instruction and a range of teaching strategies to develop learners' understanding of concepts and skills in a learning area.	☐	☐	☐	☐
Supervising teacher comment: Planning				

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Section 2: Teaching effectively	B	D	A	E
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area • Implements lessons and teaching sequences that show knowledge and understanding of curriculum content and focus on the core concepts to be taught relevant to the teaching area and year level	☐	☐	☐	☐
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students • Plans for the use of digital resources and tools to explain concepts and engage students in the targeted learning.	☐	☐	☐	☐
3.3 Include a range of teaching strategies • Trials the use of a range of teaching strategies including direct instruction, modelling, demonstration or joint construction to promote student understanding, engagement and higher order thinking.	☐	☐	☐	☐
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning • Applies knowledge of students' strengths, needs and interests to select ICTs and other resources that engage students in learning.	☐	☐	☐	☐
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement • Uses questioning and feedback techniques to promote students' understanding and learning.	☐	☐	☐	☐
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning • Evaluates planned lessons and teaching sequences to identify effective strategies and propose changes that improve learning.	☐	☐	☐	☐
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices • Responds to daily feedback and the interim report to identify areas of improvement during the professional practice placement.	☐	☐	☐	☐

Supervising teacher comment: Teaching

Section 3: Managing effectively	B	D	A	E
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities • Records observations of strategies that teachers use to engage students and foster productive and inclusive learning environments.	☐	☐	☐	☐
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions • Reinforces established classroom rules and routines to create an organised learning environment and manage transitions.	☐	☐	☐	☐
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour • Designs and uses a classroom management plan to support classroom behaviour through the use of preventative, supportive and corrective strategies, and provides suitable approaches for managing challenging behaviour.	☐	☐	☐	☐

Supervising teacher comment: Managing the learning environment

Section 4: Assessing and recording learning	B	D	A	E
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning • Plans for the use of formative assessment strategies in teaching sequences to monitor student learning.	☐	☐	☐	☐
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning • Uses assessment information to provide feedback to students and make judgements on their progress towards demonstrating outcomes for a planned learning sequence.	☐	☐	☐	☐
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice • Uses and interprets student assessment data to evaluate student learning and uses this to modify teaching practice where appropriate.	☐	☐	☐	☐
Supervising teacher comment: Assessing and recording learning				

Example Only

Section 5: Professional conduct	B	D	A	E
4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements • Designs a classroom management plan that incorporates the school behaviour management policy and supports students' safety and wellbeing.	☐	☐	☐	☐
4.5 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 • Selects and uses digital information, resources and tools that show consideration of cyber safety.	☐	☐	☐	☐
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession • Applies the key principles of professional conduct for teachers in preparation, record-keeping and interactions with students.	☐	☐	☐	☐
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage • Applies school organisational processes and policies to own conduct and practice.	☐	☐	☐	☐
Supervising teacher comment: Professional conduct				

Personal Competence in Literacy and Numeracy Checklist

Use this checklist to rate the pre-service teacher's personal literacy and numeracy competence in all aspects of their professional role including maintenance of records in the working portfolio as either Satisfactory or Unsatisfactory. The indicators used in this checklist correspond with the Australian Core Skills Framework as important for the contemporary workplace.

Personal competence in Literacy and Numeracy	Satisfactory	Unsatisfactory
Demonstrates reading competence by interpreting and applying information in school policy documents, professional practice materials and lesson resources.		
Uses appropriate sentence structure, spelling, grammar and punctuation to model effective written communication for the class.		
Demonstrates professional writing skills by conveying meaning in daily reflections and lesson planning.		
Uses spoken language effectively to give clear instructions and explain lesson content.		
Selects and uses appropriate spoken communication skills to interact with staff, students and members of the school community.		
Identifies and understands information presented in mathematical form in activities and texts.		
Overall Personal Literacy and Numeracy Competence as evidenced in all aspects of practice		

Interim Report Rating			
Below expected level **(B)**	Developing towards expected level **(D)**	At expected level **(A)**	Exceeding expected level **(E)**
☑	☐	☐	☐
Unsatisfactory (Further support required to progress)		Satisfactory (Progressing well)	

Pre-service Teacher Name:		Pre-service Teacher Signature:	
Supervising Teacher Name:		Supervising Teacher Signature:	

Appendix 1: Classroom Observation Template

The supervising teacher should use the template below to record observations on specific aspects of the pre-service teacher's classroom practice. A copy of the observation should be provided to the pre-service teacher for reflection purposes and to submit to the university as part of a university-based assessment task following the completion of the placement. See pages 5-6 of this booklet for specific aspects of practice for observation and feedback during Professional Practice 2 (Secondary).

Classroom Observation Template	
Supervising Teacher:	Date:
Pre-service Teacher:	Class/Year Level:
Focus for observation: *(See Table 3 in this Information and Guidelines booklet)*	APST descriptor/s: *(See Table 3 in this Information and Guidelines booklet)*
I saw….	I heard….
Comments/questions for follow-up discussion and reflection (I thought…)	

Example Only

Appendix 2: Guide to Making Judgements

This Guide to Making Judgements should be used to inform classroom observations and feedback and the completion of the Interim Report and the Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of the expected standard of performance of second year pre-service teachers in five key areas of classroom practice i.e. **"At expected level (A)"** on the Interim and Final Report form.
- Identification of possible sources of evidence to inform assessment judgements in each of the five areas. (This list is not intended as a checklist and serves only to provide examples of possible sources of evidence of the pre-service teacher's practice. Supervising teachers may use other artefacts or sources of evidence to support assessment decisions.)

Assessment ratings on the Interim Report and the Final Summative Report are based on the Standard Descriptor for "At expectations for PP2" (A) and are outlined below.

Assessment Ratings	
Exceeding expected level	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that **exceeds** the criteria and descriptor on the Guide to Making Judgements for **"At Expected level"** for a second year pre-service teacher
At Expected level	Consistent evidence of knowledge, practice and engagement from Classroom observations and Sources of Evidence that **demonstrates** the criteria on the Guide to Making Judgements for "At expected level" for a second-year pre-service teacher.
Developing Towards expected level	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for "At expected level" for a second year pre-service teacher but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that **meets** the criteria on the Guide to Making Judgements.
Below expected level	Little or no evidence of knowledge, practice and engagement or awareness from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements for "At expected level" for a second-year pre-service teacher.

Professional Practice 2 (Secondary) Guide to Making Judgements

Section 1: Planning effectively – preparing for teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher develops whole class and small group lesson plans and learning sequences that align with the knowledge, understanding and skills of curriculum learning areas for the year level.

The pre-service teacher prepares for teaching by identifying achievable learning goals for students and organising lesson content into a logical sequence that scaffolds the development of core concepts.

With support from the supervising teacher, the pre-service teacher's planning shows a developing understanding of alignment between curriculum, learning and assessment and of teaching strategies that support students in meeting the literacy and numeracy demands of classroom tasks.

The pre-service teacher's planning shows some awareness of the need to differentiate teaching strategies based on student diversity and differences in the learning styles and needs of student groups within the class.

Possible Sources of evidence

Artefacts	Observation	Discussion and reflection
Lesson plans or learning sequences designed or modified by the pre-service teacher that include links to curriculum and a range of teaching strategies that scaffold students' learning of core concepts and skills Planning or records of assessment strategies and students' progress that show awareness of student learning outcomes and that identify modifications required to support the learning and participation of all students Written evaluations by the pre-service teacher of lessons in response to own reflection or feedback from the supervising teacher Observations of teaching practice that reflect developing knowledge about effective practice. Meeting notes showing evidence of collaborative planning or evaluation	Not applicable	Pre-service teacher contributions to planning checks by the supervising teacher and/or discussions about planning decisions and the use of strategies to support the learning of all students in the class

Section 2: Teaching effectively – enactment of teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher selects and trials the use of teaching and learning strategies that link to curriculum outcomes and assessment tasks and that are suitable for the learning context.

The pre-service teacher incorporates a range of communication strategies and resources into teaching practice to develop the content of lessons and uses ICTs or digital resources in ways that enhance student learning and engagement.

The pre-service teacher incorporates questioning techniques and feedback into lessons to correct misconceptions and monitor students' understanding and reflects on students' progress to evaluate the effectiveness of the teaching strategies used and achievement of the learning goals.

The pre-service teacher shows a developing understanding of the purpose of evaluation for identifying the need for reteaching of concepts and skills or modifications to teaching practice.

Possible Sources of evidence

Artefacts	Observation (Agreed focus)	Discussion and reflection
Lesson plans (especially those in a learning sequence) that outline teaching strategies and resources or that include adjustments or modifications based on an analysis of student learning and evaluation of teaching practice against set goals Written reflections about the appropriateness of content, strategies, resources or activities for the class group Resources that have been customised to suit the learning needs of individuals or small groups Evidence of student learning; e.g. work samples, worksheets	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Links made to students' prior knowledge and skills Use of instructional steps aligned with the lesson goal Timing and pacing of delivery Explicit scaffolding of the literacy or numeracy demands of a task Use of digital resources or ICTs to support student learning Questioning and feedback to support all students' learning	Discussion following feedback on observation focus showing the pre-service teacher's ability to reflect on practice and explain the impact of their teaching on student learning and/or the evidence that supports these reflections

Section 3: Managing effectively – creating safe and supportive classroom environments

Standard Descriptor: At expected level (A) –

The pre-service teacher plans for and reflects on strategies for managing behaviour and maintaining an organised classroom environment based on school-wide behaviour management policies and established classroom rules and routines.

The pre-service teacher shows an understanding of strategies that foster productive and inclusive learning environments in written observations of teaching practice and lesson planning and through positive and respectful interactions with students in the class.

The pre-service teacher refers to established classroom rules to manage behaviour and shows a developing capacity for creating supportive learning environments by setting learning expectations, organising classroom activities, giving clear instructions and redirecting students to their learning in his/her classroom practice.

Possible Sources of evidence

Artefacts	Observation (On agreed focus)	Discussion and reflection
Notes or observation template recording established rules and routines Annotated school policy on classroom/behaviour management Classroom management plan that records strategies for gaining and maintaining student attention and managing transitions, preparation and distribution of resources within the classroom Planning that includes essential skills for classroom management Written reflections about the effectiveness of classroom and behaviour management strategies	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Opportunities provided for the participation of all students Use of essential skills to engage and maintain students' attention Consistent use of established classroom rules Organisation and appropriate timing of scheduled activities in whole sessions and half or full days	Discussion with the supervising teacher or pre-service teacher reflections that shows knowledge and understanding of practical strategies for managing student behaviour, motivation and engagement in learning activities

Section 4: Assessing and recording learning		

Standard Descriptor: At expected level (A) –

The pre-service teacher plans formative assessment strategies for monitoring student learning in at least one lesson sequence leading towards a summative assessment task.

The pre-service teacher provides written or oral feedback to students about their learning progress in relation to the learning goals for planned lessons.

In consultation with the supervising teacher, the pre-service teacher is able to interpret formative assessment information gathered throughout the lesson sequence (for example, students' work samples, responses to questioning and other relevant forms of evidence of learning) and shows a developing understanding of how to use this data to make adjustments to teaching practice or the content of planned lessons to support student learning.

Possible Sources of evidence

Artefacts	**Observation (On agreed focus)**	**Discussion and reflection**
Examples of lesson plans or extracts from learning sequences that show planned assessment strategies for monitoring student learning Annotated student work samples Assessment tools, worksheets or data gathering techniques created or modified by the pre-service teacher Lesson plans adjusted in response to student assessment information Written feedback to students on their progress towards meeting set learning goals	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Strategies used to monitor student progress throughout the lesson Use of feedback related to the learning goal Use of planned questions to check for understanding	Discussion related to the supervising teacher's feedback on classroom observations and the pre-service teacher's understanding of the appropriateness of evidence they have collected about student learning and how it can be used to adjust teaching practice in follow-up lessons

Section 5: Professional conduct		

Standard Descriptor: At expected level (A) –

The pre-service teacher shows an understanding of the purpose of accurate record keeping in relation to student attendance and planning and demonstrates an awareness of system, curriculum and legislative requirements for supporting student safety and wellbeing in written reflections and discussions with supervising teachers.

Where relevant, lesson plans show consideration of strategies for the safe, responsible and ethical use of ICTs to support teaching and learning processes.

The pre-service teacher demonstrates professionalism in the timely preparation of lesson plans and teaching resources and behaves respectfully and ethically in all interactions with students, colleagues and the use of information at the placement site.

Possible Sources of evidence

Artefacts	**Observation**	**Discussion and reflection**
Lesson plans which include strategies for the safe, responsible and ethical use of ICTs Observation notes and written reflections that show awareness of policies and practical strategies for managing student behaviour, safety and welfare Maintenance of up-to-date planning and assessment records of student learning	Supervising teacher observation of: Pre-service teacher's punctuality, personal presentation and preparedness for teaching Use of safe classroom practices for managing transitions, movement in and outside of the classroom and handling of learning resources Use of respectful language and tone of communication with all members of the school community	Discussions with the supervising teacher about the pre-service teacher's involvement in the school community can include reflection on ethical and professional responsibilities of teachers

Appendix 3: Guidelines for the Working Portfolio

The purpose of a Working Portfolio is to validate, with evidence, the pre-service teacher's performance and demonstration of the tasks relevant to the particular Professional Practice course or year level of the program. It is a working document that includes sources of evidence of the pre-service teacher's practice throughout the placement and includes preparation, planning, observations, assessment data, classroom observations and teaching evaluations, reflections and evidence of the impact of the pre-service teacher's practice on student learning.

All preparation and planning for a day must be shown to the supervising teacher at a regular and agreed time (usually at the beginning of the teaching day). All observations, reflections, evaluations and follow up tasks must be written up and made available to the supervising teacher for perusal on the following placement day. An incomplete Working Portfolio (planning, evaluations, reflections or observations not complete) indicates a lack of professional commitment on the part of the pre-service teacher and may initiate the **"at-risk"** process outlined earlier in this handbook**.**

Pre-service teachers must be able to produce their working portfolio for the university supervisor, site coordinator or supervising teacher at any time throughout the placement or at its conclusion.

Guidelines for organising the Working Portfolio are outlined below. These are suggested guidelines only and pre-service teachers may prefer alternative methods for creating an organised portfolio; however, the organisation method should ensure that all materials can be located and produced easily and efficiently.

Section 1: Professional Practice notes/School or Learning Site Policy Documents
- A copy of the relevant Information and Reporting booklet.
- School policy documents (e.g. Responsible Behaviour Plan).
- Class timetables, term overviews or classroom management plans as appropriate.

Section 2: Teaching Preparation/Planning
- All lesson plans and subsequent evaluation.
- All daily planning formats used to guide effective practice during periods of continuous teaching
- All mid-term or long-term planning (e.g. unit plans, term overviews) where appropriate.
- Formative assessment tools and record-keeping formats.
- Annotated work samples or other assessment information showing the impact of teaching practice on student learning as input for adjustments to lessons or modifications to teaching practice
- Summative assessment tools/strategies and associated record-keeping formats where appropriate.

Section 3: Observations of teaching practice
- All observations of teaching strategies, classroom management and classroom procedures as outlined in the "Details of tasks/activities" section of the relevant Information and Reporting Booklet.

Section 4: Resources
- Letters to parents, staff memos/notices as appropriate.
- Samples of teacher planning.
- Examples of useful curriculum support resources.
- Ideas for teaching particular aspects of the curriculum.
- Samples of assessment or record keeping formats used by the supervising teacher.

Section 5: Daily Reflections
- Evaluation of the pre-service teacher's daily teaching and planning.
- Reflection on aspects of teachers' professional work as outlined in the "Details of tasks/activities" section of the relevant Information and Reporting Booklet.

Section 6: Observations of learners: Student/Class Profiles or relevant Documentation for Early Years learners
- A class matrix identifying appropriate grouping arrangements or differentiation strategies for particular learning areas as required for specific placements.
- Anecdotal observations and checklists or other data-gathering tools and information as appropriate.
- Work samples.

Evaluation - Professional Practice 2 (Secondary)

Supervising Teacher	
Learning Site	
Pre-service Teacher	

Supervising Teacher: Please complete this evaluation form. Your feedback is important to us, and we draw on it to revise and modify the requirements and expectations for professional practice placements in school and educational settings.

Please indicate the extent to which you agree or disagree with the following:	Strongly Agree	Agree	Disagree
Expectations for the pre-service teacher's engagement in the placement are explicit and allow for growth and development.			
The knowledge, skills and experience that the pre-service teacher had acquired prior to the placement was clearly communicated and allowed for professional goal setting.			
Pre-service teachers are well-prepared for the placement and present with the skills required to complete planning tasks.			
Assessment materials for this placement explicitly outline the aspects of the Graduate Teacher Standards to be assessed and included tools for providing feedback and making judgements on the pre-service teacher's performance.			
The University Supervisor clarified expectations and provided support for the supervising teacher, and pre-service teacher for the successful management of the placement.			

Comments: _____

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Thank you for completing this form. Please return it to:

CQUniversity Professional Experience Office at WIL-EduArts@cqu.edu.au.