

# BACHELOR OF EDUCATION

## Professional Practice 1 – Introduction to Teaching EDFE11038

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

Forms	Completed by	When	Sighted/Signed
Interim Report	Supervising Teacher	Mid-Week 2 of block placement (Day 8)	Supervising Teacher and Pre-service Teacher to sign
Final Summative Report	Supervising Teacher	End of the block placement	Supervising Teacher, Pre-service Teacher and University Supervisor to sign and submit the electronic final summative report.

<b>Pre-service Teacher</b>	
<b>Learning Site</b>	
<b>Supervising Teacher/s</b>	
<b>Site Coordinator</b>	

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## Section 1 – Information about Professional Practice 1 (EDFE11038)

### Introduction to Professional Practice 1

Professional Practice 1 (EDFE11038) is one of four units that include practical teaching placements for pre-service teachers at CQUniversity. Pre-service teachers undertaking this unit are in the first year of study (or equivalent) of an undergraduate Bachelor of Education course in Early Childhood, Primary or Secondary Education. Professional Practice 1 is the first placement. It is completed in a school site by pre-service teachers in the Bachelor of Education (Primary) and Bachelor of Education (Secondary) course and in a kindergarten setting by pre-service teachers in the Bachelor of Education (Early Childhood). Pre-service teachers in the Bachelor of Education (Secondary) will complete this placement in one discipline teaching area in junior secondary only.

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 1.

### Aims of Professional Practice 1

Professional Practice 1 introduces pre-service teachers to the nature of teachers' work at an early stage of their preparation for a career in teaching.

The extracts from the Primary/Early Childhood and Secondary Course Structures reproduced below show the placement of Professional Practice 1 in relation to university coursework and provides supervising teachers with information about the prior knowledge that first year pre-service teachers bring to classroom contexts at this stage of their development.

Bachelor of Education (Primary) and Bachelor of Education (Early Childhood) – First Year Program							
University Term 1				University Term 2			
Education as a Profession	Multiliteracies	Development and Learning through Life	Health & Physical Education	Responding to Diversity and Inclusion	Communication in educational settings	Curriculum Foundations	Professional Practice 1
Bachelor of Education (Secondary) – First Year Program							
University Term 1				University Term 2			
Education as a Profession	Teaching Youth	Discipline Teaching Area 1	Discipline Teaching Area 2	Responding to Diversity and Inclusion	Discipline Teaching Area 1	Discipline Teaching Area 2	Professional Practice 1

The main aims of the Professional Practice 1 placement are to:

- Enhance pre-service teachers' awareness of the impact of teaching practice on student learning and the impact of positive interactions with young children in the early childhood setting
- Support first year pre-service teachers to build confidence and make connections between theory and practice in an authentic classroom/early childhood setting
- Provide opportunities for pre-service teachers to practise communication skills and strategies for planning, teaching, managing and assessing/documenting student learning
- Promote positive attitudes to professional learning by providing pre-service teachers with feedback on their progress and achievement against selected focus areas of the Australian Professional Standards for Teachers at an introductory level.

### Expected outcomes of First Year Pre-service Teachers during Professional Practice 1

Pre-service teachers are assessed against the Australian Professional Standards for Teachers **at a level appropriate for a first 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 1 placement, the pre-service teacher will be able to:

- Prepare for teaching by writing lesson plans/learning experience plans that guide instruction and assess or document student learning against set learning goals
- Use oral and written communication, basic questioning and feedback skills, and teaching strategies to explain the content of lessons to individuals, small groups or whole class groups
- Apply essential skills for classroom management at a basic level to gain and maintain students' attention and engagement and guide behaviour
- Use information gathered through informal assessment strategies in lessons to evaluate the impact of his/her teaching on student learning
- Respond to feedback about teaching and classroom management to modify and improve classroom practice
- Reflect on aspects of teachers' professional work including professional conduct and engagement with colleagues, students and other educational stakeholders

Elaboration of the achievement standards and detailed expectations of pre-service teachers during Professional Practice 1 are outlined in the Supervision and Assessment Section of this booklet.

### Pre-service Teachers' Prior Knowledge and Preparation for Professional Practice 1

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 the Australian Professional Standards for Teachers and skills for completing the required tasks for this placement. They will have engaged with materials and activities on basic preventive classroom management strategies (establishing expectations, giving clear instructions and waiting and scanning); reflection and evaluation strategies; the basic structure of a lesson (introduction, body and conclusion); and basic strategies for interpreting formative assessment information as input for planning.

To be eligible to complete the block placement for Professional Practice 1, pre-service teachers must receive a passing grade on a university-based assessment task which has a focus on lesson planning.

First year pre-service teachers **have not yet completed study in curriculum and pedagogy associated with specific learning areas of the Australian Curriculum so they will work under the direction of the supervising teacher** to set learning goals for planned teaching activities. Similarly, pre-service teachers in the Bachelor of Education (Early Childhood) will have limited experience in using the Queensland Kindergarten Learning Guidelines or state equivalent to plan for intentional teaching and will require direction and support from supervising teachers.

In addition, selection of appropriate activities or content for planning and/or delivery by pre-service teachers enrolled in the Bachelor of Education (Secondary) course should be guided by the fact that they will usually only have completed introductory studies in their discipline teaching area for this placement.

## Duration and Structure of Professional Practice 1

Pre-service teachers complete a total of 15 days of professional experience in a school for primary and secondary pre-service teachers or kindergarten setting for early childhood pre-service teachers according to the schedule shown in Table 1 below.

<b>Table 1: Duration and structure of Professional Practice 1</b>		
15 day block placement	3 week continuous block	Days 1 - 15: Assessable placement days

The assessable block placement involves 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 of these days and procedures for returning pay claims to the CQUniversity Professional Experience Office can be found on the separate Payment Information Sheet provided to supervising teachers.

## Section 2 – 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 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 Professional Practice placement in relation to supervision and assessment. These responsibilities include:

- Providing opportunities that allow the pre-service teacher to demonstrate the specific requirements of the placement
- Observing the preservice teacher's practice and providing feedback on his/her progress to promote reflective practice
- 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 placement 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, online or email contact.

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

## Specific Requirements of Professional Practice 1 – Pre-service Teacher Tasks and Activities

The tasks completed by pre-service teachers during Professional Practice 1 include observation, teaching and reflection activities which are organised around the five assessable aspects of teaching practice. 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 whole class teaching 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.

<b>Table 2: Pre-service teacher tasks and activities for Professional Practice 1</b>		
<b>Professional Practice Day/s</b>	<b>Activities</b>	<b>Evidence (Records to be maintained by the pre-service teacher)</b>
Day 1  (Orientation and induction to the site and classroom setting)	<p><b>Induction:</b> Discuss expectations for professional conduct and WHS regulations and procedures at the school or kindergarten site during professional experience and obtain copies of class timetables or kindergartens routines, playground supervision rosters and school and class rules. (Pre-service teachers in the early childhood course should obtain copies of policy related to guiding behaviour of young children in the kindergarten setting.)</p> <p><b>Observe</b> and record notes on classroom routines and transitions, class groups (or play areas in the kindergarten environment) and strategies used to organise teaching and learning activities using the template provided by the unit coordinator and discuss your observations with the supervising teacher.</p> <p><b>Teaching:</b> Supervise activities <b>as directed by the supervising teacher</b> to support the learning of students/young children.</p> <p><b>Reflect</b> on your understanding of the teacher's role by writing a short reflection on your experiences for the first day.</p>	<p>Copies of relevant school / kindergarten policies and classroom resources</p> <p>Observation notes</p> <p>One reflection (labelled as Day 1 and dated)</p>
Days 2 - 5  (Remainder of Week 1 of the assessable block)	<p><b>Observe</b> teaching practice and student learning and <b>record</b> the learning goal, teaching strategies and checks for understanding used by the supervising teacher to teach the content of lessons (or learning experiences that incorporate intentional teaching in the kindergarten setting.)</p> <p><b>Plan and teach</b> short lessons / learning experiences or activities to support the learning of individual students or small groups <b>under the direction of the supervising teacher</b>. Plans should be written up on the lesson plan template. (<b>Note that first year pre-service teachers do not yet have knowledge or experience of using curriculum documents to plan</b> but should discuss the links to the relevant curriculum or learning framework outcomes with the supervising teacher . For pre-service teachers in secondary settings, segments of whole class lessons may replace the focus on individual learners or small groups.)</p> <p><b>Analyse information</b> about the learning that occurred as a result of your planning and teaching and reflect on feedback to identify improvements to teaching practice that could enhance student learning.</p> <p><b>Write a short reflection</b> for each placement day that records your developing understanding of the impact of teaching practice on student learning using specific examples from your observations, planning and teaching activities.</p>	<p>One lesson / learning experience observation per day visit</p> <p>Planned teaching activities as directed by the supervising teacher</p> <p>Completed evaluation section for each teaching activity undertaken</p> <p>One reflection per professional experience day</p>
Days 6 -10  (Week 2 of the assessable block)  Interim Report to be completed mid-week –	<p><b>Continue observation</b> as above with a focus on the way lessons / learning experiences develop into a learning sequence.</p> <p><b>Plan and teach</b> at least one short lesson / learning experience (or learning activity) per day <b>under the direction of the supervising teacher</b>. Lesson / learning experience plans may be for individuals, small groups or the whole class (group time in kindergarten settings). Instructional steps should be recorded in detail on the planning template. (For pre-service teachers in secondary settings, planning and teaching should focus on one discipline teaching area for a junior secondary class only.)</p>	<p>Lesson / learning experience observations as above</p> <p>One completed lesson / learning experience plan per day</p> <p>One reflection for each professional experience day</p>



<p>approximately Day 8</p>	<p><b>Use information from planning and teaching</b> to identify the learning that has occurred and reflect on possible modifications for follow-up lessons that will improve teaching practice and student learning.</p> <p><b>Write a short reflection</b> each day with a focus on strategies for promoting the engagement and learning of the students / children in the class group. (Pre-service teachers in kindergarten settings should reflect on the ways in which children’s play supports learning and development and the ways in which teachers design activities that engage with children’s curiosity and interests). The reflection should also include a response to the supervising teacher’s observations and feedback and identify ways to improve practice and professional learning for the remainder of the placement.</p>	
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<p>Day 11 – 15  (Week 3 of the assessable block)</p>	<p><b>Continue observations and discussions</b> about teaching practice as above</p> <p><b>Plan and teach</b> one complete lesson / learning experience per day <b>under the direction of the supervising teacher.</b> Planning documents should identify the learning goal and include an introduction, body and conclusion and an assessment strategy (Check for Understanding - CFU) to monitor/ identify the learning that has taken place and achievement of the stated goal. Examples of student responses to the assessment strategy or CFU should be collected for analysis. (Samples could include responses to questioning or more formal strategies for recording evidence of learning.)</p> <p><b>Plan and teach</b> individual, small group or whole class activities <b>as directed by the supervising teacher.</b></p> <p><b>Use assessment information</b> to evaluate the effectiveness of the chosen teaching strategies on student learning and annotate lesson / learning experience plans to record modifications for follow-up lessons / activities in the learning sequence.</p> <p><b>Reflect</b> on progress towards meeting the expectations of Professional Practice 1 using the guide to making judgements and the supervising teacher’s feedback and <b>write a short reflection each day</b> that includes goals for improving practice and professional learning.</p>	<p>Observation as for days 6 – 10</p> <p>Copies of all planning as above with reflection and evaluation section of the template completed after teaching.</p> <p>One reflection for each professional experience day.</p>
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## Assessment of Preservice Teacher’s Classroom Practice – A guide to using the assessment tools in this booklet

Assessment of pre-service teachers during Professional Practice 1 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 mid-way throughout the placement (approximately 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 1 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 the observations will depend on context but should cover a range of classroom practices over the duration of the placement. A template for recording observations is provided as Appendix 1 to this booklet.

<b>Table 3: Observation focus for feedback and monitoring of progress during Professional Practice 1</b>	
<b>Aspect of Teaching Practice/Link to the Australian Professional Standards for Teachers</b>	<b>Suggested Focus for Classroom Observation and Feedback</b>
<p><b>Planning and Teaching</b></p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>2.2 Closure of the lesson / learning experience to consolidate learning</p> <p>3.1 Explanation of the lesson content and/or purpose to students</p> <p>3.5 Questioning and use of wait time to elicit student responses</p> <p>3.5 Modelling of appropriate vocabulary for the content being learnt or topic of interest to young children:</p>
<p><b>Managing the learning environment</b></p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>4.1 Use of respectful and supportive language to promote student participation</p> <p>4.2 Strategies for establishing expectations, gaining student attention and giving instructions in a lesson</p> <p>4.2 Management of transitions at the start and close of a lesson / learning experience</p>
<p><b>Assessing and recording learning</b></p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>	<p>5.1 Use of questions that check for understanding of the lesson focus or learning goal</p> <p>5.2 Feedback provided to students throughout a lesson or learning experience</p>

Supervising teachers should complete **at least 2 formal observations 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 (or similar identified focus) 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 1. 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 first 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 in the middle of the second week (approximately Day 8 of the placement).

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 1.

In response to the supervising teacher's feedback on the Interim Report, the pre-service teacher should reflect on his/her progress 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 1 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 first year pre-service teacher** outlined in Appendix 2 as a Guide for Making Assessment Judgements.

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 expectations for a first 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 1.

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 completed Classroom Observations and the Interim Report should be provided to the pre-service teacher to support reflection on practice and to add to a portfolio of evidence demonstrating engagement with the Australian Professional Standards for Teachers at the level of a first 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 1 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 1. 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](mailto:WIL-EduArts@cqu.edu.au).

## EDFE11038 Professional Practice 1 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: \_\_\_\_\_ Year level/Teaching Area: \_\_\_\_\_

Placement Day	Placement Day	Date	Working Portfolio Evidence <b>Satisfactory/Unsatisfactory</b>	Supervising Teacher (Initials)
Week 1 (Days 1-5)	Day 1			
	Day 2			
	Day 3			
	Day 4			
	Day 5			
Week 2 (Days 6-10)	Day 6			
	Day 7			
	Day 8			
	Day 9			
	Day 10			
Week 3 (Days 11-15)	Day 11			
	Day 12			
	Day 13			
	Day 14			
	Day 15			

## EDFE11038 Professional Practice 1 Report

Please note that the electronic format of the final summative report will have slight variations from the sample shown below although the ratings and descriptors will remain the same.

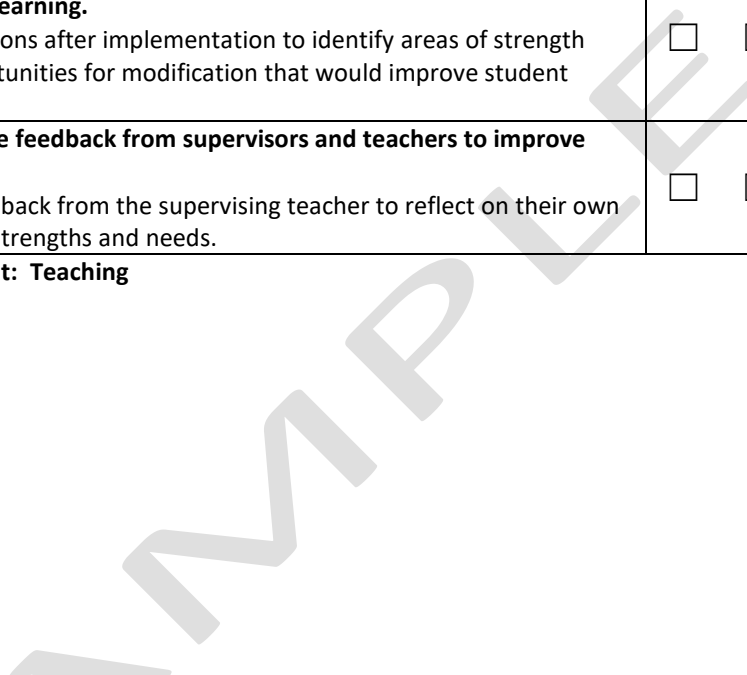
Pre-service Teacher: \_\_\_\_\_ Learning Site: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_ Year level/Teaching Area: \_\_\_\_\_

This report is based on the pre-service teacher's **engagement** with the Australian Professional Standards for Teachers at an **introductory stage** as outlined below. Please refer to Classroom Observations to date and the Guide to Making Judgements (Appendix 2) for descriptions of the expected standard of performance of first year pre-service teachers as well as possible sources of evidence to inform assessment judgements in each of the five areas of practice.

**Key to ratings: Below Expected Level for PP1 (B); Developing towards Expected Level for PP1 (D); At Expected Level for PP1 (A); Exceeding Expected Level for PP1 (E)**

<b>Focus for Assessment</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>Section 1: Planning Effectively</b>				
<b>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</b> <ul style="list-style-type: none"> <li>• Collects profiling information on physical, social, linguistic and social development and the characteristics of students that affect their learning.</li> <li>• Writes detailed observations and reflections that incorporate professional and theoretical knowledge about how students learn.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>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</b> <ul style="list-style-type: none"> <li>• Records observations of teaching practice that show understanding of how learning is structured and implemented to account for the characteristics, developmental stages and diverse backgrounds of learners.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>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.</b> <ul style="list-style-type: none"> <li>• Plans whole class and group lessons using resources or content that targets the specific learning needs of students with different ability levels.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.2 Organise content into an effective learning and teaching sequence.</b> <ul style="list-style-type: none"> <li>• Writes detailed lesson plans that organise content into an effective sequence that aids student learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</b> <ul style="list-style-type: none"> <li>• Writes clearly defined learning objectives that link to anecdotal observations and data on students' abilities, characteristics and developmental stages.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising Teacher's comment: Planning</b>				

<b>Section 2: Teaching effectively</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>3.3 Include a range of teaching strategies.</b> <ul style="list-style-type: none"> <li>• Trials the use of teaching strategies that support student learning of concepts or skills.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</b> <ul style="list-style-type: none"> <li>• Uses facial and/or vocal expression, gestures and eye contact to encourage student participation, promote understanding of content or demonstrate skills.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</b> <ul style="list-style-type: none"> <li>• Evaluates planned lessons after implementation to identify areas of strength and meaningful opportunities for modification that would improve student learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</b> <ul style="list-style-type: none"> <li>• Uses constructive feedback from the supervising teacher to reflect on their own progress and identify strengths and needs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising Teacher's comment: Teaching</b>				
				
<b>Section 3: Managing effectively</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</b> <ul style="list-style-type: none"> <li>• Observes teaching practice and records strategies and questioning techniques used by teachers to actively engage all learners in the classroom.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</b> <ul style="list-style-type: none"> <li>• Manages transitions between activities using clear directions that are consistent with observed and established classroom rules.</li> <li>• Introduces lessons and activities with an overview of goals and clear directions that establish expectations for student engagement and learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising teacher's comment: Managing the learning environment</b>				

<b>Section 4: Assessing and recording learning</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</b> <ul style="list-style-type: none"> <li>Plans lessons and activities which include formative assessment strategies to identify the learning that has occurred.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</b> <ul style="list-style-type: none"> <li>Uses oral and written communication where appropriate to provide feedback to students about their learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</b> <ul style="list-style-type: none"> <li>Uses information from work samples and formative assessment strategies to evaluate student learning and plan appropriate modifications to follow up lessons.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising teacher's comment: Assessing and recording learning</b>				
<b>Section 5: Professional conduct</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</b> <ul style="list-style-type: none"> <li>Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, use of professional interpersonal and communication skills and awareness of responsibility for duty of care in an educational setting.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervising teacher's comment: Professional conduct</b>				



<b>Personal Competence in Literacy Checklist</b>			
Use this checklist to rate the pre-service teacher's personal literacy 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.			
<b>Personal Competence in Literacy</b>		<b>Unsatisfactory</b>	<b>Satisfactory</b>
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.			
<b>Interim Report Rating</b>			
Below expected level <b>(B)</b>	Developing towards expected level <b>(D)</b>	Meets expected level <b>(A)</b>	Consistently beyond expected level <b>(E)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unsatisfactory Progress</b>		<b>Satisfactory Progress</b>	

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 6-7 of this booklet for specific aspects of practice for observation and feedback during Professional Practice 1).

<b>Classroom Observation Template</b>	
Supervising Teacher:	Date:
Pre-service Teacher:	Class/Year Level:
Focus for observation: <i>(See Table 3 on Page 8 of this Information and Reporting booklet)</i>	APST descriptor/s: <i>(See Table 3 on Page 8 of this Information and Reporting booklet)</i>
I saw....	I heard....
<div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); opacity: 0.1; font-size: 100px; pointer-events: none;">SAMPLE</div>	
Comments/questions for follow-up discussion and reflection (I thought...)	
<div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); opacity: 0.1; font-size: 100px; pointer-events: none;">SAMPLE</div>	

## 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 electronic Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of the expected standard of performance of first 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 but serves only to provide examples of possible sources 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 PP1” (A) and are outlined below.

<b>Assessment Ratings</b>	
Exceeding Expected Level for PP1	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that <b>exceeds</b> the criteria and descriptor on the Guide to Making Judgements for <b>“At Expected Level”</b> for a first year pre-service teacher
At Expected Level for PP1	Consistent evidence of knowledge, practice and engagement from Classroom observations and Sources of Evidence that <b>demonstrates</b> the criteria on the Guide to Making Judgements for <b>“At Expected Level”</b> for a first-year pre-service teacher.
Developing Towards Expected Level for PP1	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for <b>“At Expected Level”</b> for a first year pre-service teacher but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that <b>meets</b> the criteria on the Guide to Making Judgements.
Below Expected Level for PP1	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 <b>“At Expected Level”</b> for a first-year pre-service teacher.

**Professional Practice 1 Guide to Making Judgements****Section 1: Planning effectively – preparing for teaching****Standard Descriptor: At expected level (A) –**

The pre-service teacher develops lesson / learning experience plans for individual students, small groups or whole class groups with guidance about content and pedagogy provided by the supervising teacher. The pre-service teacher prepares for teaching by writing lesson / learning experience plans with clear learning goals. The written plans organise instruction in a logical sequence that promotes the target learning and includes checks for understanding or achievement of the lesson's goal. The pre-service teacher shows an awareness of students' prior learning and different students' needs and abilities when planning the steps for instruction and the resources or materials to be used.

**Possible Sources of evidence**

<b>Artefacts</b>	<b>Observation</b>	<b>Discussion and reflection</b>
Lesson / learning experience plans modified or developed by the pre-service teacher that are responsive to the supervising teacher's guidance. Resources created by the pre-service teacher that show awareness of students' needs, interests and prior learning of the content. Written evaluations by the pre-service teacher following implementation of the planned lesson	Not applicable	Pre-service teacher's contributions to discussion about the structure of planned lessons and the relationship between planning and effective teaching

**Section 2: Teaching effectively – enactment of teaching****Standard Descriptor: At expected level (A) –**

The pre-service teacher explains the content of the lesson / learning experience using clear oral and written communication skills and vocabulary that is appropriate to developing students' understanding. The pre-service teacher trials the use of teaching strategies and questioning techniques that engage students with different ability levels in their learning and uses information about student achievement and understanding to reflect on the lesson / learning experience and suggest improvements for future planning and improvement in teaching practice. The pre-service teacher reflects on feedback from the supervising teacher and applies the feedback to improve teaching practice.

**Possible Sources of evidence**

<b>Artefacts</b>	<b>Observation (Agreed focus)</b>	<b>Discussion and reflection</b>
Lesson / learning experience plans that are designed or modified as a result of evaluation of teaching practice to include questioning and teaching strategies that promote student learning. Resources created or modified for groups or the class by the pre-service teacher. Evidence of student learning including work samples. Written reflections about the appropriateness of content, strategies, resources and	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: questioning and use of wait time for eliciting student responses; explanation of the lesson purpose and content to students; modelling of appropriate vocabulary for the content being learnt; effectiveness of oral, written and non-verbal communication to engage students in the learning;	Discussion following feedback on observation focus showing the pre-service teacher's ability to articulate the impact their practice had on student learning.

activities for the class or small group.	effective closure of the lesson to consolidate learning.	
<b>Section 3: Managing effectively – creating safe and supportive classroom environments</b>		
<b>Standard Descriptor: At expected level (A) –</b> The pre-service teacher shows a beginning awareness and understanding of strategies that are effective for encouraging student participation and engagement in classroom activities in written observations of teaching practice, daily reflections and/or through discussion about classroom rules and routines with the supervising teacher. The pre-service teacher applies this understanding to trial classroom management strategies for establishing expectations, giving clear instructions, waiting and scanning prior to instruction and managing transitions using established class and school / kindergarten routines.		
<b>Possible Sources of evidence</b>		
<b>Artefacts</b>	<b>Observation (On agreed focus)</b>	<b>Discussion and reflection</b>
Written observations and/or reflections on own and observed teaching practice and the use of strategies for managing and supporting student participation in learning activities Notes or annotated school / kindergarten policies and procedures on guiding behaviour and behaviour management Copies of classroom rules and notes on established routines Lesson/learning experience plans that include strategies for establishing expectations or giving clear instructions	Supervising teacher observation of specific practices related to the Australian Professional Standards for Teachers: Evidence of strategies for establishing expectations, gaining student attention and giving instructions throughout the delivery of a lesson / learning experience; Closure of lessons and the management of transitions to a new learning focus or space; Use of respectful, positive language to support student participation	Discussion with the supervising teacher or written reflections that shows knowledge and understanding of practical strategies for creating rapport with students and supporting their engagement in learning activities.
<b>Section 4: Assessing and recording learning</b>		
<b>Standard Descriptor: At expected level (A) –</b> With the supervising teacher's guidance, the pre-service teacher plans for and uses informal assessment strategies in single lessons to collect information on student learning. The pre-service teacher shows an awareness of the purpose of feedback by providing appropriate encouragement to students that is consistent with the stated learning goal. An understanding of the types of evidence needed to evaluate student learning is shown in the pre-service teacher's planning and implementation of lessons / learning experiences and may include student work samples, questioning or other informal assessment strategies. The pre-service teacher reflects on the information collected and, in consultation with the supervising teacher, identifies learning needs or plans modifications for future teaching practice.		
<b>Possible Sources of evidence</b>		
<b>Artefacts</b>	<b>Observation (On agreed focus)</b>	<b>Discussion and reflection</b>
Planning and/or written evaluations that identify or examine information about student learning from planned assessment strategies Student work samples Planning that records modifications in response to student assessment information Pre-service teacher reflections on the impact of chosen assessment strategies on monitoring student learning	Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers: Feedback provided to students on their learning throughout a lesson; use of evidence that shows if students have met the intended learning goals for a lesson / learning experience	Discussion with the supervising teacher following observations of teaching may provide opportunities for the pre-service teacher to articulate or explain his/her understanding of feedback and assessment techniques for monitoring student learning.

<b>Section 5: Professional conduct</b>		
<p><b>Standard Descriptor: At expected level (A) –</b>            The pre-service teacher demonstrates commitment to professional learning throughout the placement through the maintenance of an updated working portfolio that records all planning, evaluations, observations and reflections on a daily basis. The pre-service teacher shows an awareness of codes of conduct for the profession through appropriate personal presentation, punctuality, communication skills for engagement with staff, students and other stakeholders in educational settings and through their interactions with students / young children and respect for the confidentiality of information about their backgrounds and learning needs.</p> <p><b>Possible Sources of evidence</b></p>		
<b>Artefacts</b>	<b>Observation</b>	<b>Discussion and reflection</b>
Reflections that show an understanding of codes of conduct and codes of ethics and their application in educational settings	Supervising teacher observation of: pre-service teacher interactions with staff, colleagues, students and other stakeholders in educational settings; application of school/centre and system requirements for punctuality, presentation, confidentiality of information and use of learning site materials.	Discussion with the supervising teacher may provide evidence of the pre-service teacher's understanding of the importance of working ethically and collaborating with colleagues to contribute to the life of the school / kindergarten setting.

## 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 unit or year level of the course. 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 on 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 or kindergarten policy documents (e.g. Responsible Behaviour Plan, Plan for guiding behaviour).
- Class timetables, term overviews or classroom /environmental management plans as appropriate.

### Section 2: Teaching Preparation/Planning

- All lesson / learning experience 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.



**Bachelor of Education****Professional Practice 1****Evaluation**

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: \_\_\_\_\_

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

CQUniversity Professional Experience Office at [WIL-EduArts@cqu.edu.au](mailto:WIL-EduArts@cqu.edu.au).