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| 2018 PROFESSIONAL EXPERIENCE HANDBOOK  for Pre-Service Teachers, Site Coordinators, Mentor Teachers, & University Liaisons |



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# Welcome

The School of Education welcomes our educational partners in this exciting and rewarding component of the initial teacher education program at the University of Adelaide. Your decision to partner with us ensures you will be part of a vibrant learning community, which will impact your professional career for many years. The School of Education has a long history of place in secondary education in South Australia and is uniquely positioned in providing quality expertise in learning and teaching to both undergraduate Bachelor of Teaching and post-graduate Master of Teaching Pre-service teachers.

The School of Education is located on the land of the Kaurna people, and acknowledges the importance of and influence the Kaurna people have played upon past, present and future education and its educators. We recognise the importance of augmenting both old and new partnerships, engaging with communities and fostering strong bonds to inform, collaborate and create a brighter world with our learning partners.

Our learning and teaching partnerships have grown beyond the boundaries of South Australia and our Pre-service teachers not only engage with our local learning and teaching partners but also a global community. Our graduates are employed locally, nationally and globally where they are able to have a lasting impact on student learning outcomes, and in leading education.

It is with this deep understanding of both local and global education contexts and a dedication to excellence in learning and teaching that the School of Education at the University of Adelaide extends a welcome to all the Pre-service teachers, mentor teachers, site coordinators and university liaison staff. We ask you to join us in this genuine partnership as we continue the tradition of excellence in learning and teaching with the School of Education at the University of Adelaide.





Professor Faye McCallum Dr Brendan Bentley

Head of School of Education Director, Partnerships & Engagement

# Introduction

This Handbook is designed to support all stakeholders in the professional experience component of initial teacher education. This includes Pre-service teachers, mentor teachers, site coordinators and university liaison staff. Central to the Bachelor of Teaching and Master of Teaching degrees is the Professional Experience or Placement Program. This is a time when the theoretical understandings and concepts that have been taught are applied to the school setting. It is a time when crucial relationships are built between Pre-service teachers, the students they teach, and the school community they are working with. This time in schools is a core component of Pre-service teaching preparation.

A key requirement to successfully complete Professional Experience is meeting, at a graduate level, seven standards, set by the Australian Professional Standards for Teachers (APST). The Australian Professional Standards for Teachers, known also as ‘the Standards’, provide the framework that all Pre-service teachers across Australia must meet to successfully complete Professional Experience, and is a core component of the teaching degree. In each Graduate Teaching Standard, Pre-service teachers are assessed against all 37 focus areas.

Pre-service teachers must successfully complete required on-campus and online learning tasks, all placement days, and a Teaching Performance Assessment (TPA). The TPA includes an e-Portfolio. The e-Portfolio is assessed in conjunction with the Professional Experience reports against the Standards and which shows impact on student learning. All of these assessments together form the capstone of the degree and are required for graduation and to qualify for teacher registration.

The University of Adelaide’s School of Education has designed a rich Professional Experience curriculum, centred and aligned against the Australian Professional Standards for Teachers. The Professional Experience placement offers Bachelor of Teaching Pre-service teachers 75 days of placement experience across the middle and secondary years of schools. Similarly, Master of Teaching Pre-service teachers engage in 65 days of placement experience.

The hands on experience provided by the Professional Experience program at the University of Adelaide’s School of Education prepares Pre-service teachers for the important role of being a teacher, one that guides and shapes future generations of South Australian students, but also plays an important role that impacts on global learning communities.

# Professional Experience Program philosophy

## Partnerships

The Professional Experience program is one of the most enjoyed and valued components of initial teacher education. It can be a complex and sometimes challenging experience for Pre-service teachers. The concept of partnership is a central theme that impacts on this success and is one to which the School of Education at the University of Adelaide is committed as it continues to work with its school partners.

Partnerships are interwoven throughout the placement experience in both on-campus and in-school activities and is a central tenet of the Professional Experience program. The Professional Experience program is founded on cultivating this vital relationship between University staff, Pre-service teachers and key stakeholders. The University of Adelaide’s School of Education is dedicated to the fostering of these partnerships to enhance the quality of the learning and teaching experiences of all Pre-service teachers within our programs.

School sites, University colleagues and the broader educational community are all key stakeholders who play an integral role in providing an exemplary placement experience for University of Adelaide Pre-service teachers. The School of Education works closely with school sites and education providers to provide a safe placement environment for Pre-service teachers to develop and nurture their teaching skills in professional and supportive settings. We work with our partners to ensure Pre-service teachers are engaged with school sites that promote respect, inclusion and excellence, and value the presence of pre-service and graduate teachers.

The School of Education is committed to the exceptional preparation of Pre-service teachers and exceeding the Graduate Standards within the framework of the Australian Professional Standard for Teachers, ensuring all Pre-service teachers are fully and rigorously prepared, in readiness to join the teaching profession. With the support of the School of Education, Pre-service teachers are encouraged to work collaboratively and in partnership with students, parents, and wider school communities to create a rich and rewarding placement experience, and to demonstrate that they are work ready at graduate level, and ready for the challenges and opportunities that await in the global education community.

The University of Adelaide’s Professional Experience program affirms its relationship with key partners through the signing of a mutually accepted partnership agreement, outlining the roles and responsibilities of both parties.

Australian Professional Standards for Teachers Overview

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 4: Create and maintain supportive and safe learning environments

Standard 5: Assess, provide feedback and report on student learning

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

The seven Graduate Teaching Standards consist of 37 focus areas that are aligned to the Professional Experience program. To successfully complete the Professional Experience program, Pre-service teachers must meet at a minimum all of the Australian Professional Standards for Teachers (known as the Standards) at the Graduate Level.

# Summary of the Professional Experience Programs

Particular themes are central to each Professional Experience placement that enhance learning and teaching skills to maximise placement and professional learning experiences.

## Bachelor of Teaching

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| 1st year | EDUC 1100 Introduction to Teaching and Learning  **Primary School active observation placement** | 5 days |
| 2nd year | EDUC 2002 Professional Practice and Research  **Rural community active observation placement** | 5 days |
| 4th year  1st placement | EDUC 4206 Professional Experience A  **Planning and engagement placement** | 20 days |
| 4th year  2nd placement | EDUC 4208 Professional Experience B  **Assessment and evaluation placement** | 45 days |

A total of 75 days placement experience.

Please note, for Bachelor of Teaching Pre-service teachers commencing their studies from 2016 onwards, placement experience will total 80 days.

## Master of Teaching

|  |  |  |
| --- | --- | --- |
| 1st placement | EDUC 7206 Professional Experience A  **Planning and engagement placement** | 20 days |
| 2nd placement | EDUC 7208 Professional Experience B  **Assessment and evaluation placement** | 45 days |

A total of 65 days placement experience.

**To successfully complete each Professional Experience course** Pre-service teachers must attend and successfully complete the required placement days, all on-campus requirements and online learning tasks, e-Portfolio and the Teaching Performance Assessment.

# Teacher Performance Assessment (TPA)

From 2018, all Pre-service teachers across Australia must meet the Teacher Performance Assessment (TPA) standard.

*‘The accreditation of initial teacher education programs in Australia: Standards and Procedures* requires that all pre-service teachers successfully complete a rigorous assessment (teaching performance assessment) that covers the breadth of teaching practices to ensure that they are classroom ready by the time they graduate’*.*

Teacher Performance Assessment - Program Standard 1.2 (AITSL, 2018)

The TPA requires Pre-service teachers to authentically demonstrate evidence of their skills and knowledge(s) through their own practices. In particular, Pre-service teachers must illustrate (i) what they want their students to learn, (ii) how they will facilitate this learning and (iii) how they know if their students have achieved this learning.

The TPA is achieved during the final professional experience placement and is documented in the Pre-service teacher’s e-Portfolio. Together these two central components are assessed against the Australian Professional Standards for Teachers. The preparatory work is completed within the specific *Curriculum and Methodology A* courses of study that are undertaken while on campus. It is here that Pre-service teachers will engage in learning to design lesson and unit plans to meet specific student needs, and develop specific pedagogies and strategies to facilitate this learning. The *Curriculum and Methodology B courses* are designed for Pre-service teachers to experience rich assessment tasks that will aid them to identify what students know and if they have achieved the intended learning.

# The Placement Report

The placement report is a requirement of the TPA and aligns with the Australian Professional Standard of Teachers at the graduate career stage. The placement report, is mapped according to the Australian Professional Standard of Teachers and provides evidence of the Pre-service teacher’s ability to meet the standards at graduate level. The placement reports are **moderated** and involve the Pre-service teacher’s Mentor Teacher, University Liaison and the Professional Experience Program Director. Whilst moderation occurs primarily through the Mentor Teacher and University Liaison, a series of meetings and in-servicing is undertaken to provide detailed instruction and feedback to all parties involved in the moderation process. The **Mentor Teacher** and **University Liaison** are provided **support through an online learning module and quiz**. The TPA assessment process is reviewed at de-brief meetings at the conclusion of the placement and at the moderation meeting. The Pre-service teacher’s reports are also benchmarked by the Program Director against others in the School of Education, to ensure the placement report and the placement reporting procedures are consistent and developed through a validated and reliable process.

The placement report is completed and assessed by the mentor in consultation with the University staff with the final decision being made by the University taking in consideration all the TPA requirements.

# Being at risk ….what does this mean?

Often when writing the placement report the Mentor Teacher may find it difficult to decide whether a Standard has been met. During these times the Mentor can consult with University staff to seek advice and support. Mentors are encouraged to contact the allocated University liaison to collaborate and to support each other in making difficult decisions. When appropriate the Director of Partnerships and Engagement may also be called to support the decision-making process or to ensure the report is authentic and accurately mapped against the achievement criteria.

Sometimes however, things do not go to plan and a Pre-service teacher will need additional support and may be considered at risk of not completing their placement successfully. The sooner this is recognised and acted upon the better. Once it has been identified that a Pre-service teacher may need to develop, the *Additional Support Notification and Development Plan* is used to document issues and agreed actions. This plan is available from SONIA. This plan should be filled in by the Pre-service teachers and their Mentor Teacher(s) in conjunction with the Site Coordinator and the University Liaison. This process is not designed to be punitive. Rather it records difficulties the Pre-service teacher is experiencing on placement and what actions need to be taken to enable the Pre-service teacher to demonstrate performance against the Standards at the required level. It is a way to identify if and what additional support is needed to help the Pre-service teacher to successfully complete their placement. This process is relevant to all Pre-service teachers in each placement they undertake.

# Additional Support notification and Development Plan

The School of Education, through its experienced University Liaisons, provides support for the Mentor Teacher, the School and the Pre-service teacher when problems arise in a placement. Mentor Teachers must contact their University Liaison to ensure the Pre-service teacher is given every opportunity to develop and resolve any unexpected placement issues.

When a placement issue arises with a Pre-service teacher’s performance, it is expected that an *Additional Support and Development Plan* will be initiated. The plan provides the Pre-service teacher with feedback identifying areas for improvement and strategies to effect that improvement. The plan is initiated as a result of unsatisfactory response(s) to feedback or limited or lack of meaningful progress within the placement.

The Additional Support and Development Plan is the official notification to the Pre-service teacher that they have areas of their teaching which require improvement if they wish to be successful on placement. In completing the plan, the Mentor Teacher is asked to identify the areas which require improvement and to provide guidance on how the Pre-service teacher can improve. This must include clear, explicit, reasonable and specific goals, expectations and/or targets, and milestones. The plan should also outline how the Pre-service teacher will be supported to achieve the goals/expectations/targets and milestones.

There should be a meeting attended by the Site Coordinator, Mentor Teacher, University Liaison and the Pre-service teacher to discuss the issues identified in the plan. The plan must be agreed upon and signed off by all parties.

Deadlines for improvement must be part of the plan. It is recommended the Mentor Teacher, University Liaison and the Pre-service teacher meet when the actions for improvement are due to be completed to ensure all parties are satisfied that the required goals/expectations/targets and milestones have been met. Where a Pre-service teacher has not been met, the Pre-service teacher must have an opportunity to discuss the consequences of not meeting those expectations, and be provided with a forum to discuss the future options to improve their practice. Options may include initiating a revised plan or as a last resort discontinuation of the placement. Where discontinuation is considered, the Director of Partnerships and Engagement must be consulted.

A copy of the *Additional Support and Development Plan* will be held by the School and the Pre-service teacher, and a copy given to the University Liaison to be then forwarded to the School of Education.

The *Additional Support and Development Plan* template can be downloaded from SONIA.

# e-Portfolio

The e-Portfolio is a compulsory component of the Teacher Performance Assessment (TPA). It is introduced in the 1st year of the degree and culminates with a final self-reflection prior to the completion of studies. The e-Portfolio is used to collect evidence and artefacts from the placements, University studies and other relevant educational experiences against the Standards. This is to be used while at University and beyond as the graduate teacher transitions to the early career stage of teaching. The e-Portfolio also provides access to quality learning and teaching resources.

The e-Portfolio is used to assemble evidence from placement to ensure that the placement practices are measured clearly against the achievement criteria as identified in the graduate standards of the Australian Professional Standard for Teachers. Assessment for the e-Portfolio is mapped against the Standards by a rubric.

In addition to the evidence collated during placement, the **Master of Teaching** Pre-service teachers are required to provide a summary of the final research phase of the degree. This includes a summation related to the impact of the research on student learning, undertaken through a self-analysis of the learning which is compared against the Australian Professional Standard for Teachers.

# On-campus requirements

Before Pre-service teachers begin any placement experience, on-campus requirements must be satisfied including pre-requisite courses. Please be aware that to teach at a senior level, a Pre-service teacher must have 6 courses in a teaching area with at least 2 at level 3. For all other subject specialisations, they must have at least 4 required courses at the required levels. Please visit the program rules of the double degree on Degree Finder <http://www.adelaide.edu.au/degree-finder/> for further information. Students are encouraged to confirm their Study Plan (yearly) with a Faculty of Arts, Student Advisor.

**Bachelor of Teaching** Pre-service teachers must have completed all of the course requirements for their other undergraduate degree (e.g. BSc, BA, BMathCompSc, BEcon) before entering the fourth year of the Bachelor of Teaching program.

The 4th year **Bachelor of Teaching** and **Master of Teaching,** Pre-service teachers are required to have successfully completed all of the *Curriculum and Methodology* subject specialisation courses and *Student and Teacher Interactions* courses before being eligible for placement.

# Online learning tasks

Online learning tasks are embedded throughout both Bachelor of Teaching and Master of Teaching programs. All online tasks must be satisfactorily completed prior to the commencement of the placement. Some online tasks, for example, the e-Portfolio, is an ongoing requirement throughout all placement experiences. When this is the case, specific information will be provided detailing submission and completion requirements.

# Before A Pre-service teacher Can Begin Professional Experience

There are critical requirements that Pre-service teachers must satisfy prior to entering a school site to begin Professional Experience placements. If these requirements are not satisfied prior to the official placement, Pre-service teachers will not be placed. Placement dates cannot be changed if these requirements are not met in time. Pre-service teachers are advised to apply for any checks and clearances that are detailed below. It is the Pre-service teachers responsibility to take this action. The mandatory requirements for placement are:

* DCSI Child Related Employment Screening
* Promoting Safety and Wellbeing Training
* Responding to Abuse and Neglect Training

## Child-Related Employment Screening

All Pre-service teachers in South Australia who are teaching or entering school sites in all schooling sectors are required to obtain a Child-Related Employment Screening clearance. This requires tertiary students, including international students, to undertake a Department for Communities and Social Inclusion (**DCSI)** Child Related **Screening and Background Check** performed through the [Department for Communities and Social Inclusion (SA)](http://www.dcsi.sa.gov.au/home). No other form of clearance is acceptable.

If a Pre-service teacher already has a DCSI Child Related clearance, it must be valid until at least the 31st December 2018. DCSI Clearances are valid for 3 years. If the Pre-service teacher is not reapplying for a new DCSI Child Related Clearance, they will need to upload their current clearance within the SONIA placement on-line system. The DCSI Child Related Clearance application is initiated by School of Education staff. Information regarding this process is available on SONIA.

Please be aware, that due to the seriousness of child protection, Pre-service teachers will **not** be permitted to attend placement unless the University has received their DCSI Clearance. DCSI Child Related Clearance takes time and must be initiated at least 3 months before placement commences and should be uploaded in SONIA.

Please note the DCSI clearance certificate will not be reissued if lost. If the Pre-service teacher has lost their DCSI clearance they must contact [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au) immediately. Please keep it in a safe place. Placement schools will need to see the DCSI Clearance, **it is a legal requirement** of all Pre-service teachers to have a valid DCSI check before attending a school, and throughout the entire duration of their placement. Furthermore, the DCSI will not issue a new certificate until the current certificate has less than 6 months before it expires. Please note that there is a charge for the DCSI clearance.

## Promoting Safety & Wellbeing Training

**Bachelor of Teaching – Years 1, 2 and 3 of the degree**

All first year Bachelor of Teaching students must undertake an on-line training course referred to as *Promoting safety and wellbeing induction for tertiary students working with children and young people in education and care sites*. On completion, they will receive a certificate which must be uploaded in the SONIA placement on-line system.  Once completed, the Promoting Safety & Wellbeing certificate will be valid for 3 years. This must be completed prior to the placement.

## Responding to Abuse and Neglect

*Responding to Abuse and Neglect (RAN)-EC* is a **mandatory** full day training course. All 4th year Bachelor of Teaching and Master of Teaching students require this training. It must be completed prior to the commencement of the final year placements.

The RAN course provides knowledge and skills required to identify and report suspected child abuse or neglect while working with children/young people. The training provides certification required by all School-based education employers such as Catholic Education South Australia (CESA), Department for Education and Child Development (DECD), and the Association of Independent Schools of South Australia (AISSA). This training must be completed by one of the approved RAN-EC training organisations. Please note that there is a cost associated with this training. You will receive a certificate of attendance at the conclusion of the training.

Please keep this documentation secure as Pre-service teachers will need to present the certification of completion to the Teacher Registration Board when applying for teacher registration.  Once a Pre-service teacher has received their RAN-EC training certificate, it must be uploaded in SONIA at least 30 days prior to the commencement of placement. The certificate can also be included in the Pre-service teacher’s e-Portfolio.

**It is important to note that being a mandated notifier carries legal responsibilities.** The University strongly advises all Pre-service teachers to seek support and/or advice as soon as possible if they suspect a child/young person is being abused or neglected. The University Liaison or Mentor Teacher(s) can assist if Pre-service teachers are unsure of or have questions about their responsibilities in this regard.

## Pre-service Teachers with Additional Needs

**Pre-service Teachers with Additional Needs**

The School of Education must ensure all Pre-service teachers are able to perform the expected duties and responsibilities associated with their Professional Experience placement that align with the Australian Professional Standards for teachers. In some cases, prior to the placement commencing, Pre-service teachers may be requested to obtain medical approval to ensure the Pre-service teacher is ‘Fit to Teach’ and is able to fulfil all of the teaching duties and responsibilities expected of them and to ensure there is a duty of care in place for both themselves and the children/ young people/ and adults they interact with while on placement. In such cases, the Director of Partnership and Engagement will request a registered and University preferred medical officer to complete a ‘Fit to Teach’ declaration, confirming the Pre-service teacher is able to perform the placement requirements. The Head of School will make the final determination regarding whether the Pre-service teacher is ‘Fit to Teach’ and can proceed with the placement.

# The Sonia Placement System

The SONIA placement system is an online portal where students can access all relevant placement information, reports, Mentor Teacher and University Liaison details.

Access to SONIA is as follows - https://placementsonline.adelaide.edu.au/SoniaOnline/

# Contacting a school

The School of Education will contact partnership schools on behalf of all Pre-service teachers.

It is **not appropriate** for a Pre-service teacher to make contact with a school to try to organise a placement. Arranging placements is a complex and sometimes confidential process. While some teachers may indicate they are prepared to engage in professional experience this may not be the school’s position. Schools themselves prefer to be contacted by a single University representative rather than individual Pre-service teachers. The University endeavours to place each Pre-service teacher with the best possible mentor that can support and demonstrate best practice. If a Pre-service teacher has a contact in a school, they can inform the placement officer at the University who can then make the appropriate contact with the school. In addition, we advise that Pre-service teachers cannot be placed at a school where there are relatives or close friends, where they have worked or volunteered, or in any school where there is a past or existing relationship, for example as a parent, coach or tutor.

# Placement requirements

The first place to check a placement is online through the online SONIA placement system. A reminder that all Pre-service teachers need to have complied with the following checks before the placement process is begun:

* Department for Communities and Social Inclusion (DCSI) – all years (valid for 3 years).
* Abuse and Neglect (RAN-EC) – final year & Master of Teaching (valid for 3 years).
* Promoting Safety and Wellbeing – 1st, 2nd & 3rd years (certificate is valid for 3 years) and
* any other requirements relevant to the placement (as advised)

The University requires **all** of these documents uploaded in SONIA by **4 May 2018**. If this is not met the placement will be suspended. All Pre-service teachers must meet the statutory legal requirements.

# Additional Training Requirements Prior To Completion

## Keeping Safe: Child Protection Curriculum

While it is not compulsory for Pre-Service Teaching placements or registration in South Australia, it is strongly recommended that all Pre-service teachers complete the *Keeping Safe: Child Protection Curriculum (****KS:CPC****)* training. This training is organised by the School of Education and held during the holiday period at the University. As an external and registered training provider offers this program, there will be an additional cost. Pre-service teachers will be notified via an announcement on their Canvas site regarding times, locations and payment details. Evidence of completion of this course can be included in the Pre-service teachers e-Portfolio.

## Literacy and Numeracy Test for Initial Teacher Education (LANTITE)

The *Literacy and Numeracy Test for Initial Teacher Education (****LANTITE***) is a compulsory test for all Pre-service teachers who have enrolled in a teaching degree from 2017 and is required for Teacher Registration in South Australia (and elsewhere in Australia). There are two parts to the test, Literacy and Numeracy. Pre-service teachers must pass both tests. They have three attempts to do so and support is offered at the University of Adelaide through The Writing Centre and The Mathematics Centre.

Pre-service teachers are strongly encouraged to complete LANTITE as early as possible in the degree, ie in their first year but must be completed prior to the commencement of the Pre-service teacher’s final placement.

When a Pre-service teacher has successfully completed either or both of these tests, evidence must be uploaded via SONIA. Many employers of teaching graduates in South Australia may ask to sight this evidence before an offer of employment is made.

Information about LANTITE including test dates is provided on the MyUni site, by contacting the Faculty of Arts and through the ACER <https://teacheredtest.acer.edu.au/>. It is the Pre-service teachers’ responsibility to organise and complete LANTITE as early as possible in their degree. Please note that a cost is charged for each test attempt.

# Country placements

The University of Adelaide strongly encourages Pre-service teachers to undertake a **rural or country placement**. These are a great experience for Pre-service teachers and school communities. The regional / rural placement is a rich and valuable experience which should be carefully considered and planned. Financial support can be obtained through the **P.H. Routley scholarship** (see below). Pre-service teachers should regularly check for information about **scholarships** on the Department of Education and Child Development (DECD) and the University of Adelaide’s website. Pre-service teachers that are successful in gaining a scholarship benefit from the experience professionally and personally. The University of Adelaide maintains support for Pre-service teachers who undertake a rural/country placement.

## P.H. Routley scholarship

The P.H. Routley Award was established by Peter Herbert Routley who had a distinguished career in education and who served as Headmaster of three secondary schools. The fund promotes and reward excellence in the study and practice of education and aims to develop and encourage a rural placement for Pre-service teachers as part of their teacher preparation.

The number and the value of the awards each year is determined by the Head of the School of Education. Information concerning the application process and selection criteria is available on the Curriculum and Methodology Canvas site. Applications for 2018 open on the 22nd of January 2018, with the successful applicants notified during the week beginning 12 March 2018. Applications are to be sent via email to Ms Vanessa Gicasvili. [vanessa.gicasvili@adelaide.edu.au](mailto:vanessa.gicasvili@adelaide.edu.au)

# Key Roles and Responsibilities

## Pre-service teachers

Pre-service teachers have a professional responsibility to behave and act in a manner commensurate with what is required of registered teachers. The manner in which a teacher interacts in staff meetings, in the classroom and in general establishes the tone and the professional standards of the school community. It is therefore important that Pre-service teachers are aware of these professional standards and adhere to them while on placement. These standards apply to communication, dress code and engagement with all members of the school community.

Pre-service teachers are offered a great opportunity during placement to learn and gain valuable experience in preparation to become a teacher. It is a time to apply the theoretical and practical competencies they have developed through the coursework at University and to apply these to the school setting. The expectations, policies and values of the school where the Pre-service teacher is placed offer valuable insight into the ethos and vision of the school that the whole community is working toward.

While on placement Pre-service teachers are encouraged to take initiative, as appropriate, and to seek out opportunities to engage in all aspects of school life. This will involve engaging with students to enhance and encourage their learning along with following the requests made by the school staff, particularly the Mentor Teacher(s), Site Coordinator and the School Leadership Team.

Planning for student’s learning is a critical element of teachers work. Units of work and lesson plans must be completed prior to undertaking teaching. These must be provided to the Mentor Teachers for review and feedback at least 48 hours before the scheduled delivery of the lesson (not counting weekends and public holidays). This is an integral aspect of the professional relationship between the Pre-service teacher and Mentor.

**Pre-service teachers must ensure they and their school site, site coordinator and mentor teacher(s) have access to and are aware of the contents of the Professional Experience Handbook.**

## **What to do before placement**

Before a Pre-service teacher attends the placement, it is important to familiarise themselves with the school’s ethos, vision and if possible strategic plan. At the school induction, Pre-service teachers are encouraged to ask questions about the school’s expectations of them. Find out what policies govern how the Pre-service teachers behave, communicate and work while at the school. All school policies must be followed while on placement. Within these explicit policies, it is important that at all times, Pre-service teachers exercise informed and ethical judgement.

Pre-service teachers are responsible for the welfare of others, particularly of the students. The Pre-service teacher’s duty of care responsibilities are of paramount importance. Prior coursework is designed to prepare the Pre-service teacher to act appropriately at all times

## **Dress Code**

Pre-service teachers are expected to present themselves at a standard of dress appropriate to the context of the School. They should ask the Site Coordinator about the School’s dress code before they start their placement.

## **Communication**

Pre-service teachers must follow all school policies related to how, when and what they communicate with students, parents/carers and other staff at the placement school. In general, communication should be reflective of the ethos of the community they are working in and be positive in nature. Pre-service teachers should take care at all times to protect the confidentiality and privacy of students, parents/carers and school staff. All communication to parents/carers must be approved by the Mentor prior to being sent out.

Pre-service teachers can refer to the communication protocols on MyUni.

## **Attendance**

Pre-service teachers should arrive 30 minutes before school commences for the day, or as advised by the Mentor Teacher. Pre-service teachers may be required to be available for meetings and other activities after the Pre-service teachers last scheduled class. The Site Coordinator should clarify the hours of attendance expected of a Pre-service teacher before the start of placement. If a Pre-service teacher is **unable to attend** a required or expected school activity, they must contact the Mentor Teacher. If appropriate, Pre-service teachers may be able to reschedule the event, meeting or activity. Pre-service teachers must notify the Mentor Teacher and /or School office as appropriate if they expect to be **late** for the beginning of the school day, for a class, or for a meeting, activity or event.

Pre-service teachers must notify the school, Mentor Teacher and University Liaison as soon as practicable for absence due to **sickness or an unexpected** personal reason. Pre-service teachers will be required to provide supporting evidence to confirm the reason for absence, e.g. a medical certificate or a carer’s certificate, no later than the beginning of the day on which they return to school. Absences must be made up to ensure all Pre-service teachers meet the required 80 (Bachelor of Teaching) or 65 (Master of Teaching) days. Any sick certificates should also be emailed to [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au) and uploaded in SONIA under documents.

## **Use of School Materials**

Pre-service teachers may need to borrow materials from school resource centres or departments. Mentor Teachers are also usually generous in lending their materials. Borrowed materials must be returned by the end of the placement, before leaving the school premises. Pre-service teachers must be aware of and understand the school’s policies about the use of school resources, borrowing practices and permissions, printing, scanning, copying and downloading materials, and the use of school computers and other ICT.

## **Health, Safety and Well-being**

All schools comply with strict Health, Safety and Well-being (HSW) standards for protection of staff, students and visitors to the site. Pre-service teachers are required to attend an **induction** provided by the Site Coordinator in the school in order to familiarise themselves with school processes and procedures related to control hazards and risks, and the school’s emergency procedures.

Pre-service teachers should provide schools with personal information (e.g. allergies, medication, mobility issues) to ensure their own personal health and safety and that of others while on placement.

Pre-service teachers must find out whether there is any important information about the students they will be teaching. This is to ensure the Pre-service teachers can plan for student’s safety, the Pre-service teacher’s safety and the safety of others. All information about students is to be kept confidential.

## **Private Vehicles**

Care should be taken while driving to and from placement schools and if driving long distances to or from a country placement.

2nd year Bachelor of Teaching Pre-service teachers completing the regional placement must have authorisation from the Course Coordinator to travel in their own vehicle to and from placement.

Pre-service teachers that drive to and from placement should seek advice from the Site Coordinator about parking before commencement of the placement.

Pre-service teachers under no circumstance are to carry students as passengers in their own vehicles.

## **Site Coordinator**

The Site Coordinator is a key member of staff in a school, usually in a leadership role, who coordinates Pre-service teachers at the school site, including matching Pre-service teachers with Mentor Teachers. The Site Coordinator informs Pre-service teachers on school policies including those related to engaging with parents/carers, professional conduct and expectations. The Site Coordinator offers induction activities for Pre-service teachers to explain the school administrative requirements and protocols and other information related to settling Pre-service teachers into the school community. They can provide information related to how Pre-service teachers can participate in whole school activities, extra-curricular activities and relevant professional learning opportunities. Site Coordinators are also available to support Mentors and Pre-service teachers during the placement and are involved in monitoring Pre-service teachers’ performance and progress including the completion of the interim and final reports. They are also available to help work through issues that cannot be managed between a Pre-service teacher and their Mentor Teacher(s).

## Mentor Teacher

Mentor Teachers provide professional experience, knowledge and competency. It is appropriate and highly recommended for Pre-service teachers to engage in professional discussions about the range of strategies and pedagogies that are suitable in a range of contexts, purposes and student needs.

A Mentor Teacher has the most direct contact with the Pre-service teacher. The role of the Mentor Teacher requires them to regularly update the Site Coordinator on the progress of the Pre-service teacher and contact the University Liaison if there are issues or concerns relating to the Pre-service teacher’s performance, wellbeing and/or behaviour during the placement. Mentor Teachers are to introduce the Pre-service teacher to staff in their faculty or discipline and arrange for the Pre-service teacher to observe other classes, both within and outside their discipline

It is expected the Mentor Teacher will be aware of the teaching program for the Pre-service teacher, and take this into account when programming relevant lessons. They will allow the Pre-service teacher to observe classes during their observation days and discuss with them the Pre-service teacher’s comments on these days. During such observations the Mentor Teachers may encourage the Pre-service teacher to participate in minor tasks where appropriate.

Mentor Teachers will encourage the Pre-service teacher to engage fully in School activities, observe and supervise the Pre-service teacher in the classroom and provide feedback on lesson and unit plans as well as on performance and progress. Mentor Teachers are asked to provide constructive and timely verbal and written feedback on lessons given by the Pre-Service Teacher. Observational notes should be discussed with the Pre-Service Teacher and it is anticipated that these will identify both strengths and weaknesses.

Please be aware that Pre-Service Teachers should not be left alone in the classroom. Although they have their DCSI and RAN certificates they are not registered teachers.

Each Mentor Teacher supporting a Pre-service teacher will complete an Interim Report on that Pre-service teacher’s progress and performance against the Australian Professional Standards for Teachers (APST), to Graduate level. These reports will then be discussed with the Pre-service teacher, who also completes an Interim report on their own progress. This is undertaken to ensure both the Mentor Teacher and Pre-service teacher develop a shared understanding of expectations, progress and performance.

It is expected the Mentor Teacher will prepare the Professional Experience Report for the placement. Where a Pre-service teacher has more than one Mentor Teacher, all Mentor Teachers will collaborate in the development of the Professional Experience Report. Ideally, separate reports will be submitted for each of the Pre-service teacher’s teaching areas. The report should be completed in line with the expectations of the Graduate Standards of the Australian Professional Standards for Teachers.

Mentor Teachers are asked to keep the University Liaison updated on the Pre-service teacher’s progress and discuss any concerns or issues where necessary. If a Pre-service teacher is not performing to the required Standard, Mentors will work with them and the University Liaison to create, implement and review an *Additional Support Notification and Support Development Plan* (see page 9).

## Payment claims

The amount Mentor Teachers and Site Coordinators are able to claim for the supervision of Pre-service teachers is determined by the [Teachers (DECD) Award](http://www.industrialcourt.sa.gov.au/download.cfm?downloadfile=207CC90E-FC02-DE52-D26D6975C5D20BC0) (see clause 5.11 and Schedule 1 – clause 8). The conditions of this award are determined through DECD and payment amounts are updated each July.

**DECD Schools:** Teachers in DECD Schoolsclaim directly through the DECD online payment claim system. This can be accessed via the [LinkLearn Portal](https://myintranet.learnlink.sa.edu.au/CookieAuth.dll?GetLogon?curl=Z2F&reason=0&formdir=6). University staff do not have access to the portal and are unable to provide advice on the claim process. Enquiries about this should be directed to Shared Services (Payroll Team 05); phone: (08) 8462 1333 (Press 1) or email [Payroll05@sharedservices.sa.gov.au](mailto:Payroll05@sharedservices.sa.gov.au).

Once all claims are made for the placement period, the School’s Business Manager should raise an invoice for the total amount of the payments claimed. Please provide a copy of the “Summary by Student” and “Summary by Teacher” report from the HRS system. A copy of the detailed claims report is not necessary.

**Independent/Catholic Sector Schools:** The University cannot pay Mentor Teachers and Site Coordinators directly; these payments must be made through your school. The University has an Independent School Claim form which can be found [in](mailto:in) the SONIA system or by emailing [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au), we recommend that you save this to your hard-drive before completing it. The form automatically calculates the amount to be paid once the details have been entered. An invoice for this amount should be raised by the School’s Business Manager and forwarded to the University for payment. Please provide a copy of the Independent School Claim form with the invoice.

Invoices should be forwarded either:

* via email to [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au), or
* via post to: Attention - Professional Experience Placement Coordinator

University of Adelaide, School of Education

Level 8, Nexus 10 Building

10 Pulteney Street

Adelaide, South Australia 5005

The University’s terms of payment are 30 days. However, invoices will not be processed until all pre-service teacher reports from your School have been received by the School of Education.

## University Liaison

The University Liaison is employed by the University to liaise between the Pre-service teachers, the Mentor Teacher, the Site Coordinator and the University for Master of Teaching Pre-service teachers and final year Bachelor of Teaching Pre-service teachers. The University Liaison is the first contact point for Site Coordinators and Mentors if issues or questions arise during placement. They are to provide guidance to the Mentor Teacher and Site Coordinators concerning the expectations and procedures of placement. In the first few weeks of a Professional Experience, the University Liaison will make contact with the school to ensure the Pre-service Teacher has settled in, is meeting expectations, has a confirmed teaching load, and ensures all parties are aware of their responsibilities. The University Liaison are encouraged to observe Pre-service teacher’s lessons. This provides them with a useful reference point to discuss progress with the Mentor Teacher(s). Pre-service teachers should facilitate meetings with University Liaisons and Mentor Teacher(s) at a mutually suitable time. Pre-service teachers should contact the University Liaison if there are any concerns or questions about the placement. The Mentor Teacher should also make contact if Pre-service teachers performance or interactions with students or other staff in the school is of concern.

University Liaisons are required to ask about Pre-service teacher’s progress, give feedback on planning and teaching, and answer questions relating to progress and assessment and be informed of issues related to the interim and final report. The University Liaison’s role is to provide support to Pre-service teachers, particularly where a Pre-service teacher has personal, health, mobility, hearing, vision, transport, financial or other issues that may affect their work as a teacher. If any of these issues arise, the University Liaison is requested to contact the Placement Office who will provide support, direction and appropriate advice.

**The University Liaison must ensure the school site, site coordinator, mentor teacher and Pre-service teacher are aware, have perused and have access to the Professional Experience Handbook in either an electronic or hard copy.**

# Placements for 2018

Pre-service teachers in the Bachelor of Teaching programs complete a 5 day placement in the first year and a 5 day placement in their second year. They must successfully complete two Professional Experience placements in the final year: 1 x 20 days (4 weeks) in Term 2 (*Placement 1*) and 1 x 45 days (9 weeks) in Term 3 (*Placement 2*).

All placements require full time attendance. There is no option for part-time attendance.

The 20 day placement in the 4th year includes a teaching workload approximately *half* that of a full-time teacher (and may include up to one week of observation before teaching begins) and in the 45 day placement the teaching load is approximately *70%-80%* of a full-time teacher’s workload (with 2-3 days of observation in the first week). Workload includes, but is not limited to, scheduled classes, pastoral care classes and yard duty. The Mentor Teacher will consult with the Site Coordinator and if relevant, the University Liaison to ensure the Pre-service teacher has a suitable teaching load.

During placement, Pre-service teachers must always have a teacher with full registration present in the classroom when teaching or in control of students.

**The Professional Experience dates for 2018 are:**

Year One: Monday 23 July – Friday 28 September - 5 full days to be completed in Term 3 in a metropolitan primary school. This can be completed as one full week or 10 x 0.5 days or an agreed schedule with the Mentor Teacher.

Year Two: Monday 23 July – Friday 27 July – 5 full days in regional South Australia. Transport and accommodation are arranged by the School of Education.

Year Four: (Bachelor of Teaching and Master of Teaching)

Placement 1: Monday 4 June – Friday 6 July – 4 week placement within the date range

Placement 2: Monday 23 July – Friday 28 September – 9 week placement within the date range

Placement dates are not negotiable and can only be completed as a full-time commitment.

Pre-service teachers usually attend an induction meeting or day before the official placement starts or as required by the placement site. Once confirmation of placement is received from the University, the Pre-service teacher can contact the school by phone and/or email. This **must be done** **before the start** of placement. This is the Pre-service teacher’s opportunity to introduce themselves, find out what is expected of them regarding induction, to negotiate the teaching workload and to undertake preparation for the placement.

# Final Placement Requirements

## Australian Professional Standards for Teachers (APST) Self-Review Audit and ‘Permission to Proceed’

Pre-service teachers are required to undertake an *Australian Professional Standards for Teachers (APST) Self Review Audit* before and after the final Professional Experience placement. The audit is a self-reflective activity about the Pre-service teacher’s teaching practices aligned to the APST. The self-review audit provides a structure to support Pre-service teachers to:

* reflect and identify areas of concern in relation to their practice
* identify areas of mastery at the Graduate Level
* identify, in relation to the APST, areas where their practice made a positive impact on student's learning, and
* measures such impact.

How Pre-service teachers address these areas of concern during placement must be documented. The audit requires explicit documentary evidence and artefacts that substantiate the Pre-service teacher’s claim they have successfully met all Graduate Teacher Standards prior to graduation.

The *APST Self Review Audit* is a three-phase process, (i) to be completed prior to the commencement of final Professional Experience placement, (ii) throughout the placement, and (iii) after the placement has been completed. The audit is tobe uploaded as part of the Pre-service teacher’s e-Portfolio. Pre-service teachers will receive a ‘Permission to Proceed’ authority from the Director of Partnership and Engagement or nominee, once the audit has been re-viewed allowing them to proceed to their final placement.

# Travel time to and from Placement

Pre-service teachers will need to travel to and from placements. This may include **up to 90 minutes** each way to a placement that aligns with travel time expected of full-time teachers.

# Insurance Cover While on Placement/Code of conduct

The University of Adelaide covers Pre-service teachers while on placement provided they are not employed at the host School and have the Student Placement Agreement completed and authorised.

The insurance provides protection (indemnity) to the University in the event of a claim made by a third party. Pre-service teachers undertaking approved work experience placements are provided with:

* **Public Liability Insurance** to a limit of $20M per any one event for an act, error or omission on the part of the student that results in injury, loss or damage to the Host Organisation.
* **Travel Insurance** while undertaking approved University travel.
* **Personal Accident Insurance**.

**Please note that the University’s insurance cover does not extend to Pre-service teachers working in paid employment.**

To ensure cover remains valid Pre-service teachers are required to report any adverse or notifiable events as soon as they occur to the Professional Experience Office, either by phone 8313 0694 or email [education.placement@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au). Information on what constitutes an adverse or notifiable event is included as part of the agreement.

The Insurance/Code of Conduct form will be available in SONIA closer to the placement dates. An email will be sent out when this form is available.

# The Professional Experience Placement Process

The process involved in finding placements for Pre-service teachers for Professional Experience is complex and follows this step-by-step process:

1. Pre-service teachers complete in the SONIA system all essential information to find a suitable placement. If this information is not provided on or before the due date (4 May 2018) the University will not continue the placement process for the Pre-service teacher Refer to page 10/11 for pre-requisites. The link to SONIA will be provided on MyUni.
2. For 1st year and 2nd year Pre-service teachers, all information required for placement will be available in SONIA. The placement team will contact schools and then advise Pre-service teachers of their placement details (including accommodation and travel details for regional placements – 2 weeks prior to the end of term 2).
3. For final year placements, the University will work closely with the Faculty of Arts Office to obtain information about the relevant curriculum and methodology areas being studied. The Placement Office will do this as soon as this information is available to the University.
4. The University contacts schools about placements.

NOTE: Steps 1-3 will usually happen concurrently.

1. Matching begins once the University has all the information required. Pre-service teachers are matched with a school based on the information provided by Pre-service teachers and the Faculty, and information from schools related to subject availability at that school for that particular year.
2. The Professional Experience team will contact the school with the Pre-service teacher’s name and subject areas, and negotiate the placement to best accommodate the Pre-service teacher’s required subject areas and year levels.

The University does not decide if the school will accept a Pre-service teacher; this decision is based on availability and staffing and may vary from year to year.

Sometimes there are unforeseen circumstances when the confirmed placement may have to change. If a placement is cancelled by the school, the University will pursue another placement which may take time.

1. Once confirmed, the Pre-service teacher must attend induction at the school as directed by the school. These dates are non-negotiable.

In some cases, confirmation of placement may not be possible until the Friday before the placement begins. The Professional Experience team work hard to avoid this.If a placement cannot be securedwithin the scheduled time, a meeting will be arranged with the Pre-service teachers to discuss alternative options.

If there are questions about the placement process please go to MyUni and check out the Frequently Asked Questions. If the answers cannot be found then please email: [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au)

# Work and Placements

Pre-service teachers must commit 100% to the placement. Work and personal commitments must be organised around the required placement days as these cannot be changed. If a Pre-service teacher is employed at the school they have been placed at, or have a relative or close friend on the staff at that site, an alternative site will be sought. It is the responsibility of the Pre-service teacher to notify the University to avoid any conflicts of interest which could compromise the placement.

## Keeping the Placement Team Informed

The Professional Experience team must be kept informed and updated of any circumstances that affect the placement, for example

* Change of address, contact details or name – this is done via Access Adelaide
* Access to private or public transport – via SONIA
* Availability to undertake a country placement – via SONIA
* Health or other conditions that will impact on the Pre-service teachers ability to undertake the required duties on placement – via SONIA

The Professional Experience team in most cases requires this information in writing with supporting evidence (e.g. Disability Action Plan, Medical Certificate, Change of Name documents, compelling supporting argument for not undertaking country placement).

# Contacts

If the Pre-service teacher needs to contact the Placement Office for any questions related to placement please email [education.practicum@adelaide.edu.au](mailto:education.practicum@adelaide.edu.au).

Pre-service teachers should also access their student email regularly when on placement for notices, updates and important information. Pre-service teachers should only use their university student email address to communicate with the School of Education and its staff, their placement schools and their University Liaisons. Please refrain from using a personal email address.

# Teaching on Placement

## Subjects on Placements – MTeach and 4th year BTeach Pre-service teachers

By the time Pre-service teachers have completed all placements they should have experienced teaching in both their required subject areas.

Pre-service teachers whose focus is in senior subjects, may not get the opportunity to teach Year 12 students and are guided by what the school has available. Many students are completing their preparations for their final year of school and/or preparing for final exams which may impact the availability of classes. Teaching Senior English, Mathematics or History up to Year 10 only will not impact on meeting the requirements for registration.

Pre-service teachers with subject specialisations including Chemistry, Physics, Biology or Agricultural Science may be required to teach General or Junior Science classes.

Pastoral Care, Personal Learning Programs and Research Projects are not subject specialisation specific. All Pre-service teachers may be required to take these classes regardless of their subject specialisations and can count towards teaching load.

## Planning

Pre-service teachers are required to provide lesson and unit plans to Mentor Teacher(s) no less than **48 hours before** the lesson is to be taught or the unit is due to begin. This allows the Mentor sufficient time to provide feedback and, if necessary, to make adjustments. The University Liaison will also ask to see and review a selection of the Pre-service teacher’s lesson/unit plans.

Unit Plan and Lesson Plan templates are available on the MyUni site. They are also available from the Curriculum and Methodology Core MyUni site and the Pre-service teacher’s Subject Specialisation Curriculum and Methodology MyUni site. The University does not require the use of any specific template, however, Subject Specialisation Curriculum and Methodology lecturers may require a specific template to be used for assessment purposes. Mentor Teacher(s) or placement schools may require or prefer a particular template to be used.

The following items must be included in learning plans:

* learning outcomes, learning activities and resources to be used;
* assessment tasks and marking criteria/rubric; and
* sequence and timing of lessons, and assessment tasks.

## Feedback and Self-Evaluation

Mentor Teacher feedback and Pre-service teacher self-evaluation and reflections are critical for growth and need to be undertaken on each lesson. Pre-service teachers are expected to demonstrate improvement across the duration of placements based on feedback from Mentor Teachers. Both Pre-service teachers and Mentor Teachers should engage in professional discussion based on feedback and the self-evaluation to decide what changes are required to improve the effectiveness of lesson planning, delivery and assessment.

Pre-service teachers are encouraged to seek feedback and self-evaluation on:

* Why they planned to do what they did?
* What worked?
* What did not work?
* How to improve, change or develop further?
* The impact the lesson has had on student progress.

Consideration should be given to:

* time management, preparation and organisation;
* demonstration of knowledge and understanding of how students learn;
* demonstration of knowledge and understanding of the specific students they are teaching, and their needs, challenges and strengths;
* subject matter content and knowledge;
* pedagogical approaches;
* classroom management;
* student behaviour management;
* student engagement, support and development;
* progress of students’ learning; and
* development of capabilities that underpin student learning.

All planning, assessment and reflections on Pre-service teachers’ learning are to be documented in the e-Portfolio. Importantly, the Pre-service teachers must consider their impact on student learning and clearly document this according to the Australian Professional Standards for Teaching (APST’s).

## Observation

In addition to the scheduled observation days at the beginning of each placement for induction purposes, Pre-service teachers are expected to take the initiative and arrange classroom observations with Mentor Teachers and other teachers as appropriate throughout the placement.

As a priority, teachers in relevant subject specialisation areas should be approached, but it also may be appropriate to attend classes in particular year levels (especially classes where Pre-service teachers were unable to be placed). Permission should be given by teachers prior to making arrangements. Where possible, it is also important to be able to observe other teachers teaching subjects (those outside of the Pre-service teacher’s specialisation) as this will broaden the Pre-service teacher’s knowledge and understanding of pedagogies, student engagement, classroom management and behaviour management.

Observations, as with all other teaching-related activities, can be included as evidence in the e-Portfolio. Pre-service teachers are encouraged to take records and write reflections on these against the APSTs.

## Participation in School Activities

Pre-service teachers are encouraged to participate in all the regular professional activities of teachers. This includes but is not limited to: pastoral care classes, attendance checks (taking the roll), school assembly, canteen supervision, yard duty, time-out room supervision, staff meetings, completion of student records, reporting to and communicating with parents/carers, and professional learning activities.

Unless the Pre-service teacher is specifically excluded from any of these by the school’s policies or if explicitly advised by the Site Coordinator not to attend or participate, they are expected to engage in all activities during the placement period.

In faith-based schools, Pre-service teachers may be asked to attend and participate in religious observances and activities. Students should contact the Placement Office team if this conflicts with their own personal beliefs before placement commences.

Participation in extra-curricular and co-curricular activities is encouraged. This may include but is not limited to, performances by students; camps; sports training; sporting events; and fund-raising events. Pre-service teachers are encouraged to demonstrate initiative and become involved in these activities unless instructed by Site Coordinators.

# Reports and support

## Interim Report – MTeach and 4th year BTeach

After a Pre-service teacher’s first teaching week in school, the Pre-service teacher and the Mentor Teacher(s) separately complete the Interim Reporting Rubric Placement available in the SONIA system. The completed rubrics should be discussed in a meeting between the Pre-service teacher and Mentor Teacher(s). This is an excellent opportunity to see how the Pre-service teacher’s own perception of their progress aligns to their mentors. Any differences in assessment of the performance and progress can then be discussed. Where the Mentor Teacher(s) have concerns or if they have identified areas for Pre-service teacher improvement, these concerns need to be discussed and agreed upon to enable the Pre-service teacher to progress positively through the placement.

## End of Placement Reports – all Pre-service Teachers

At the end of each placement the Pre-service teacher’s Mentor Teacher(s) use the University’s template to report on progress throughout the placement, including the Pre-service teacher’s strengths and challenges. The Mentor Teacher(s) comments and assessments are guided by the Australian Professional Standards for Teachers - Graduate Standards. They must report on the Pre-service teacher’s performance and progress against each Standard and associated focus area. The template provides a summary of the focus areas and each standard. The University Liaison should be actively engaged with this process and should be kept informed of Pre-Service Teacher progress throughout the placement.

1st year Pre-service teachers are provided with a general report from their Mentor Teacher on their placement experience. This will be available in SONIA once certified.

2nd year Pre-service teachers are provided a general report from the Site Coordinator which may have input from a class teacher. This will be available in SONIA once certified.

Where a 1st or 2nd year Pre-service teacher does not receive a satisfactory report, they will be required to meet with the Program Director and/or Director of Partnerships & Engagement to discuss options.

In the final year of the Bachelor of Teaching and the 1st placement of the Master of Teaching, Pre-service teachers must achieve an overall assessment of ‘*Developing Towards Graduate Standards*’ as a minimum. This will be available in SONIA once certified.

The 2nd placement for these groups of Pre-service teachers must be assessed overall as ‘*Meeting graduate Standards*’ as a minimum. This will be available in SONIA once certified.

Where a Pre-service teacher receives any Standard or focus area marked as ‘Unsatisfactory’ in the report or if the overall assessment is not sufficient for a pass, a meeting with the Program Director and/or Director of Partnerships & Engagement will be arranged to discuss options.

# Support for Pre-service teachers

For many Pre-service teachers, Professional Experience placements are the most challenging and rewarding parts of the teaching program. Placement can also be stressful, tiring and physically demanding. As these pressures are also linked to academic success, we encourage Pre-service teachers to seek assistance and support from a Mentor Teacher, University Liaison, Site Coordinator, Director of Partnerships and Engagement or the Program Director. Should a Pre-service teacher feel overwhelmed they can also access the services of the University of Adelaide, Counselling Services [counselling.centre@adelaide.edu.au](mailto:counselling.centre@adelaide.edu.au) or phone 8313 5663.

**AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS**

**PROFESSIONAL KNOWLEDGE**

**Standard 1: Know students and how they learn**

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

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

*1.2 Understand how students learn*

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

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

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

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

Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

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

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

*1.6 Strategies to support full participation of students with disability*

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

**Standard 2: Know the content and how to teach it**

*2.1 Content and teaching strategies of the teaching area*

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

*2.2 Content selection and organisation*

Organise content into an effective learning and teaching sequence.

*2.3 Curriculum, assessment and reporting*

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

*2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians*

Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

*2.5 Literacy and numeracy strategies*

Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

*2.6 Information and Communication Technology (ICT)*

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

**PROFESSIONAL PRACTICE**

**Standard 3: Plan for and implement effective teaching and learning**

*3.1 Establish challenging learning goals*

Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

*3.2 Plan, structure and sequence learning programs*

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

*3.3 Use teaching strategies*

Include a range of teaching strategies.

*3.4 Select and use resources*

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

*3.5 Use effective classroom communication*

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

*3.6 Evaluate and improve teaching programs*

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

3.7 Engage parents / carers in the educative process

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

**Standard 4: Create and maintain supportive and safe learning environments**

*4.1 Support student participation*

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

4.2 Manage classroom activities

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

4.3 Manage challenging behaviour

Demonstrate knowledge of practical approaches to manage challenging behaviour.

*4.4 Maintain student safety*

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

*4.5 Use ICT safely, responsibly and ethically*

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

**Standard 5: Assess, provide feedback and report on student learning**

*5.1 Assess student learning*

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

*5.2 Provide feedback to students on their learning*

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

*5.3 Make consistent and comparable judgements*

Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

*5.4 Interpret student data*

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

*5.5 Report on student achievement*

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

**PROFESSIONAL ENGAGEMENT**

**Standard 6: Engage in professional learning**

*6.1 Identify and plan professional learning needs*

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

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

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

*6.4 Apply professional learning and improve student learning*  
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

**Standard 7: Engage professionally with colleagues, parents/carers and the community**

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

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

*7.3 Engage with the parents/carers*

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

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