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**Description**

The *In School Teacher Education Program* (INSTEP) is a compulsory requirement for all UNSW Master of Teaching (Secondary) teacher education students in the first semester of their program. It aims to develop faster and deeper understanding of the NSW educational environment and accelerated development of teacher knowledge and skills through an integrated program of theory and practice which involves weekly interaction with real students and teachers in schools. Through INSTEP teacher education students will not only observe and interact with a diverse range of students with varying educational needs, but will participate actively in teaching and learning in a secondary school in NSW.

**Dates**

Every consecutive Tuesday or Thursday for up to 5 hours between the hours of 8:30am to 5.30pm depending on the arrangement with the school. Some schools require participation in afterschool homework club normally between the hours of 3.30pm – 5.30pm, so INSTEP starts later at those schools.

**Semester 1, 2018 (School Term 1 and 2)**

*Orientation day:* 27th Feb: 9:30 – 3:00pm at South Sydney High School

*Semester 1:*

- **Tuesdays:** 7 days, 6th March (Week 2), 13th March (Week 3), 20th March (Week 4), 27th March (Week 5), 10th April (Week 6), 1st May (Week 9), 8th May (Week 10)
- **Thursdays:** 7 days, 8th March (Week 2), 15th March (Week 3), 22nd March (Week 4), 29th March (Week 5), 12th April (Week 6), 3rd May (Week 9), 10th May (Week 10)

**Requirements**

Master of Teaching teacher education students must attend the compulsory inductions, including Working with Children and Child Protection legislation training sessions. Teacher education students must obtain a volunteer Working with Children (WWC) check from the NSW Office of the Children’s Guardian before the commencement of Week 2 of INSTEP. Students need to present a copy of the WWC, Anaphylaxis and Child Protection paperwork to the front office/coordinator when they present to their INSTEP school. Teacher education students must also upload a copy of this material to their page on the UNSW OPS (Online Placement System).

**Attendance**

Note that teacher education students must attend school for the full day and be involved in all aspects of the school program. This will include sport activities, yard supervision, assemblies, meetings and other duties specified by the school. The Attendance/Leave of Absence Sheet (Appendix 3) must be signed by both the Teacher Education student and Supervising teacher and uploaded to the OPS. Failure to attend 80% of days may result in a FAIL result.

**Observation, Teaching and Other Duties**

Once they commence at their INSTEP school, teacher education students will be allocated to 1-2 mentor teachers, help with lessons in their mentors’ classroom, and provide learning support 1:1 and in small groups in the classroom as directed. A particular focus will be placed on using assessment information, including close observation of student behaviours and strategies, to improve learning and teaching. The INSTEP program is used as support for EDST 5112 Learning Perspectives. Most tutorial tasks and many lecture topics make an explicit link with the INSTEP activities, and these activities are required to complete the formal assessment requirements successfully. For specific weekly activities, please see observation tasks in the next section of this handbook. These may be subject to change based on student needs and local school context.
Roles and Responsibilities

PRINCIPAL
When Teacher Education Students are allocated to a school they come under the administrative responsibility of the Principal and under the direction of the staff to whom the Principal delegates responsibilities. S/he has executive responsibility for matters of educational quality and equity related to the Professional Experience placement.

The Principal is a strong advocate for school/university partnerships and ensures there is appropriate support for each Teacher Education Students. S/he ensures supervising teachers have the necessary experience and skills to fulfil their role. S/he ensures school staff are aware that Teacher Education Students are not to be given sole responsibility for supervising activities involving risk to students (e.g. playground duty) and that supervising teachers continue to have Duty of Care responsibilities. Teacher Education Students should not be asked to relieve teachers when absent. The Principal is responsible for decisions relating to claims of grievance or harassment, for the resolution of disputes and for decisions about the withdrawal of a Teacher Education Student from the placement.

SCHOOL INSTEP COORDINATOR
The School INSTEP Coordinator oversees all INSTEP placements in the school. The Coordinator’s role is vital in ensuring Teacher Education Students are allocated to a Cooperating Teacher in the school and that roles and responsibilities of the Cooperating Teacher and Teacher Education student are upheld. S/he is a strong advocate for the professional development of teachers. S/he arranges meetings with the Teacher Education Students to ensure they are well briefed on school policies, procedures and any other information relevant to INSTEP.

Pre-placement Responsibilities
• Arrange an induction program for all Teacher Education Students. This may include tours of the school, a formal welcome, organising special meetings and/or talks with key people in the school on a regular basis.
• Meet with all Cooperating Teachers to distribute and discuss placement information.

During placement Responsibilities
• Coordinate the observation/induction program
• Ensure the Teacher Education Students are well briefed on the OH&S policies and procedures within the school
• Complete the Risk Assessment (Appendix 2) for all Teacher Education Students
• Ensure school expectations of Teacher Education Students are made explicit including the importance of professional interaction and involvement with other staff and the broader school community.
• Make arrangements for Teacher Education Students to engage in non-classroom / extra curricula activities to fully understand the role of the teacher in the school community
• Liaise with the Cooperating Teachers, Teacher Education Students and
University to ensure all placements run smoothly

- Communicate immediately with the University when concerns arise related to the professionalism and/or competences of Teacher Education Students.
- Monitor leave of absence of Teacher Education Students and ensure forms have been completed post placement responsibilities.

COOPERATING TEACHER

The Cooperating Teacher has the overall responsibility for the supervision of the Teacher Education Student while she/he is undertaking INSTEP. The University appreciates that this is not a paid but a voluntary position, in a mentoring role with the Teacher Education Students. It is expected that the co-operating teacher will model quality teaching and learning practice including a knowledge of subject content to be taught and how students learn, of effective planning, programming and student assessment, and effective interpersonal and communication skills.

The Co-operating Teacher is expected to:

- Understand the Teacher Education Students do not assume duty of care of students and that consequently overall supervision responsibility is always exercised by the co-operating teacher
- Sign the report (Appendix 3) at the end of the placement and comment on the level of professionalism displayed
- Encourage and support the Teacher Education Student throughout the placement
- Work with UNSW staff to ensure that the Teacher Education Student has a broad and worthwhile INSTEP placement
- Share any IEPs on students in their classroom with their Teacher Education student so that they are aware of differentiation strategies used for these specific students and that targeted mentoring can be provided to these particular students
- Have regular discussions with the Teacher Education student about the efficacy of assessment strategies used in the class and tracking the performance of each individual student in the class
- Provide the Teacher Education with opportunities for 1:1 and/or small group mentoring of students in the classroom.

<table>
<thead>
<tr>
<th>The Cooperating Teachers should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarise themselves thoroughly with all requirements as specified in the INSTEP handbook</td>
</tr>
<tr>
<td>Meet with the student teacher on the commencement of the placement to orientate them in the school, discuss overall expectations of teacher and set timetable</td>
</tr>
<tr>
<td>Contact the School INSTEP Coordinator at the school and the University if any Teacher Education student is ‘at risk’ of failure</td>
</tr>
<tr>
<td>Complete the Final Report (Appendix 3). Discuss with the Teacher Education student before signing. Please sign and date the report on the last day of the student teacher's time in the school and not before this.</td>
</tr>
</tbody>
</table>
TEACHER EDUCATION STUDENT

The School of Education expects all Master of Teaching teacher education students will demonstrate professionalism at all times.

Specifically:

- Understand you are a guest in the school and act accordingly;
- Be punctual;
- Use appropriate language at all times;
- Dress professionally (males- shirt and trousers, females- skirts/dresses no shorter than knee length, no low necklines, both- piercings removed and tattoos concealed if possible);
- Respect the need for confidentiality of personal/academic information of students;
- Respect the school culture/ethos;
- Adhere to all school policies (including managing students) and codes of conduct;
- Avoid any social contact with students outside school, including online, eg. Facebook;
- Ensure use of school computers is limited to practicum related work only, not for personal use;
- Understand that possession and/or use of alcohol/drugs is illegal and will result in immediate termination of placement. Smoking is not permitted on school premises;
- Complete all tasks and requirements by dates specified;
- Attend school for the full day and be involved in all aspects of the school program. This may include sport activities, playground supervision, assemblies, meetings and other duties specified by the school. The Evidence of Professionalism form (Appendix 3) must be signed by both the Cooperating Teacher and Teacher Education student at the end of each INSTEP day; and
- Respond promptly and conscientiously to University attempts at contact/communication.

The Teacher Education student should:

| Obtain the NSW Working With Children Volunteer Declaration and Anaphylaxis Certificate and submit the original signed copy to the school after uploading a scanned copy to the OPS |
| Familiarise themselves with all school operations, facilities and resources |
| Abide by all school policies and dress professionally throughout the placement |
| Complete the Evidence of Professionalism form (Appendix 3) each week summarising key activities and asking the Cooperating Teacher to sign off on this weekly |
| Shadow the Cooperating Teacher when appropriate, accompanying him/her to staff |
meetings, yard duty, bus duty, excursions, incursions and parent interview meetings (where invited)

Initiate conversations with the Cooperating Teacher relating to the APST (specifically those in the Appendix 3) and addressing their knowledge and understanding of what these standards mean and their ability to suggest ways of how they may be able to demonstrate these in their Teacher Assistant capacity

Complete structured observation activities as prescribed by Course Coordinator for EDST 5112

Provide the Cooperating Teacher with assistance in the classroom in the form of preparation, instruction, mentoring individual students in the classroom and providing formative and summative assessment

Maintain a portfolio of any teaching resources, assessments, lesson observations and task reflections

Upload the documents below to the OPS:
- Profile (Appendix 1)
- Risk Assessment (Appendix 2) (during the first 3 days)
- Evidence of Professionalism (Appendix 3)

Discuss the Evidence of Professionalism Report with the Cooperating Teacher

**ASSESSMENT**

Teacher Education Students are expected to demonstrate evidence of professionalism while on placement. It is expected that the Teacher Education Students will demonstrate evidence of professionalism through attendance during INSTEP, with demonstration of the selected Standards and other key attributes appropriate for this level, and the overall comments as assessed and provided in the final report by the Cooperating Teacher (Appendix 3).
Policies and Procedures

1. Attendance and Absences

Attendance for the full number of days of INSTEP is required. Teacher Education Students must be available to attend from the arrival time set for teaching staff to the concluding time specified (5 hours anywhere between 8.30am to 5.30pm depending on the allocated School. **Note:** Individual schools will then set specific starting and finishing times for INSTEP with their students). Teacher Education Students are expected to be present for, and to use, every non-teaching period for preparation, observation or consultation with their Cooperating Teacher.

The Attendance List must be signed by the Teacher Education Student and countersigned by the Supervising Teacher. Students will not be able to make up any missed days due to illness or other unforeseen circumstances. Teacher Education Students who are absent from school, for whatever reason, are required to notify their Cooperating Teacher as soon as possible. Medical certificates are required for full or partial days if absent.

2. Duty of Care

It is the responsibility of Teacher Education Students to be aware of their duty of care when working with students in schools. As temporary members of the school staff, they are expected to assist with management of students, playground duty, sports supervision, excursions and other work specified by the Principal, but should not be left in sole charge of students at any time during their INSTEP placement. The law relating to negligence applies to Teacher Education Students in the same manner as it does in the community. A Teacher Education Student would be totally responsible for an injury to a student arising from negligence on his/her part.

3. Occupational Health and Safety

Teacher Education Students should familiarise themselves with evacuation and other safety procedures within the school. They should know the location of fire extinguishers, fire exits and first aid kits. They must also be aware of their own general health during INSTEP and are reminded that this is a compulsory commitment. If a Teacher Education Student suffers chronic health problems, s/he should speak to the relevant Student Advisor as soon as possible to ensure s/he will be able to fulfil the requirements of the placement (see Appendix 22 Inherent Requirements).

All students of UNSW, who are participating in INSTEP, have medical and liability insurance coverage through the University’s Risk Management Unit. The insurance policy is called “Group Personal Accident Policy” and covers the student while engaged in campus and course related activities, including INSTEP. This insurance and policy details can be found at the Risk Management web site. Coverage is automatic for all students; there is no need to sign up for this policy. Any event likely to give rise to a claim should be immediately notified to the insurance officer, Risk Management Unit. Please address enquiries regarding Student Personal Accident Insurance to Azita Karpour on (02) 9385 1980. For further details please
see: www.rmu.unsw.edu.au. On occasion, a school may ask the Teacher Education student to provide a letter of indemnity that outlines insurance arrangements. A letter of indemnity can be issued by the Professional Experience Coordinator.

Please note that accidents to students during practice teaching lessons conducted by Teacher Education Students are the responsibility of the Cooperating Teacher, in the first instance, and must be reported to him/her. Teacher Education Students should become familiar with the safety procedures at the school as early as possible. They should also become familiar with the location of first aid kits, fire extinguishers, and emergency exit procedures.

4. Child Protection Legislation

The Commission for Children and Young People Act 1998 introduced mandatory requirements for background checking of people working with children. All Teacher Education Students must complete a Volunteer Working with Children Check having listened to a child protection lecture online and successfully completed a quiz. Complete this check by going online: http://www.kids.nsw.gov.au/Working-with-children/New-Working-With-Children-Check/Volunteers-and-students. Teacher Education Students should provide a copy of their clearance number to the INSTEP School Coordinator and via OPS, to the Professional Experience Office. The School of Education reserves the right not to place a Teacher Education Student in a school setting if their conduct does not meet the standards outlined by the current legislation.

Teacher Education Students must familiarise themselves with the Code of Conduct of the NSW Department of Education and Communities and to the document “Responding to Allegations against Employees in the Area of Child Protection”. These can be accessed at www.det.nsw.edu.au /policies. It is important that Teacher Education Students also recognise that their presence in a school is an opportunity to complete an important part of a formal course of study, not an opportunity to socialise. Thus, they must establish and maintain positive, professional relationships with students. Interactions with students which may be interpreted in such a way that professional standards and ethics are considered to have been breached MUST be avoided.

These may include:

- flirtatious behaviour directed towards a student;
- seeking or responding to social contact with a student outside the school or outside school hours, including on Facebook;
- physical proximity to students which may be interpreted as an inducement to further physical contact; and
- spending time outside the classroom to socialise, rather than to carry out professional duties.

5. Anaphylaxis Training

BOSTES and the NSW Department of Education (DoE) now require that all Teacher Education students have training in managing anaphylaxis. The Director-General, DoE, has mandated the completion of anaphylaxis e-training for all permanent, temporary and casual employees who work in schools. Subsequently, all Teacher Education Students must complete the anaphylaxis e-training module provided by the Australian Society of Clinical Immunology and Allergy (ASCIA) in conjunction with practice using an adrenaline auto injector training device prior to commencing any student placement in schools.
The e-training is a free, online module available at http://etraining.allergy.org.au/

On successful completion of the online module, participants will receive a certificate of completion which should be printed immediately. Teacher Education students will then need to arrange with the Professional Experience Office practice using the adrenaline auto-injector training device and have this component of the training signed off before they commence their placement. Students are then required to upload this signed certificate to the OPS. BOSTES and the NSW DoE require that Teacher Education students also present a copy of their certificate of completion to Principals at the commencement of INSTEP. Teacher Education students should also retain a copy of the certificate for future use within the two years of the certificate’s currency.

The DoE advises that Teacher Education students who do not successfully complete this training will not be able to undertake INSTEP in NSW public schools. The training is required to be successfully undertaken every two years. This is the only training that will be accepted by the DoE to meet the requirement of anaphylaxis training for initial Teacher Education Students.

6. Students with a Disability

UNSW is committed to providing an inclusive educational environment for students with a disability. ‘Disability’ is a broad term used to cover a wide range of formally diagnosed conditions which may have permanent or episodic effects depending on their nature.

Student teachers may experience the functional impact of one or more of the following conditions including a:

- Learning disability
- Acute or chronic medical or neurological condition
- Physical disability including Sensory impairment
- Psychiatric condition
- Psychological condition
- Having long term caring responsibilities

Teacher Education Students enrolled in a professional experience course (INSTEP, EDST 6760 and/or 6761) should ensure they read the Inherent Requirements for Initial Teacher Education Programs in this handbook first, as not all disabilities can be accommodated in an initial teacher education program.

Teacher Education Students who require educational adjustments to be implemented on their placement are required to register with the Student Equity and Disability Unit (SEADU). This will necessitate them to disclose in confidence (with supporting medical documentation) their condition, in order to be provided with the necessary provision.

Teacher Education Students completing INSTEP will also need to sign an acknowledgement form in the Online Placement System (OPS) which states “I do not have an impairment which impacts on my ability or prevents me from participating fully in the professional experience placements”. Although the information disclosed with SEADU will remain confidential, in some situations, relevant information may need to be disclosed to the Professional Experience Coordinator (with the student’s permission) to ensure that the Teacher Education Student can be appropriately supported in the school environment in which they will complete their INSTEP placement.
Observation Tasks

EDST 5112 INSTEP Observation Tasks, Semester 1/Term 1 &2

TASK 1 ATTENDING TO THE LEARNER

BACKGROUND
A group of learners in a classroom with a teacher comprises a learning community. The human element – both verbal and non-verbal, visible and barely perceptible – shapes human interaction qualitatively and may perhaps furnish the key to what happens (the processes) and what eventuates (the outcomes). Approaches to teaching that draw on an understanding of humanistic psychology highlight the importance to learning of the affective learning environment, that is, making the conditions right for others to learn. Part of these ‘right conditions’ involves how the teacher relates to – or attends to – the learners.

TASK OBJECTIVE
In this task you will be paying very close attention to the teacher’s attending behaviour towards the learners – that is, the way a teacher acknowledges, through verbal or non-verbal means, the presence, contribution, and needs of individual learners. There are many facets to attending behaviour. One of the more obvious of these is using students’ names. Others are eye contact, touch, facial expression, etc.

PROCEDURE
BEFORE THE LESSON
1. Arrange to observe a lesson.
2. Make yourself familiar with the sample diagram opposite. Be aware that you will probably have to modify it or draw up a new one to reflect the seating arrangements in the classroom. Each box should represent a student. You may want to go into the room early to start doing this, you may be able to ask the teacher to prepare one for you.

DURING THE LESSON
1. Make sure you are seated in a position where you are able to observe when and how the teacher attends to individuals – by names, gesture, stance, facing them or not, eye contact, verbal prompts, etc.
2. For a portion of the lesson (decide yourself how much of the lesson you wish to devote to the collection of data), keep a record of every time the teacher attends: mark the appropriate box (perhaps with a dot) each time the teacher attends to a particular person.
3. As the teacher’s use of names allows you to identify the learners, name each box on your diagram.
4. As far as you are able, try to make a note (see list below) of the actual attending strategy used by the teacher. Some likely ones are listed. You may like to add others as
you observe. It may help to use an abbreviation code. Sometimes strategies overlap or are combined: you may like to indicate this, for example, smile/eye contact (overlap); name + smile (combined).

5. Note on your diagram, too, whether the students are male or female and any other distinguishing characteristics, such as a difference in age, nationality.

6. You may wish to record some field notes on student response to the teacher’s attending strategies, for example, when the teacher looks at a student to discourage talking, or to encourage a response.

### Seating arrangements

<table>
<thead>
<tr>
<th>Wu</th>
<th>M</th>
<th>F</th>
<th>Matilda</th>
<th>M</th>
<th>M</th>
<th>F</th>
<th>Name (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
<td>F • M</td>
<td></td>
<td></td>
<td></td>
<td>nod (╯)</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td>F</td>
<td>smile (⊙)</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td>F • M</td>
<td></td>
<td></td>
<td>F</td>
<td>eye contact (⊙)</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td>F</td>
<td>reprimanding look (⊙)</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>touch (T)</td>
</tr>
</tbody>
</table>

### Attending strategies

AFTER THE LESSON

1. Share the data with the classroom teacher and together consider your impressions.

2. Do any patterns emerge? Were some students named or attended to more often than others?

3. Is there any ‘pattern within the pattern’? For example:
   - Is the gender of the student relevant to the distribution of teacher attention?
   - Does the seating arrangement lend itself to a particular spread of teacher attention?
   - Is there a category of student that is attended to more or less than the others?
   - Do weaker or stronger students tend to ‘disappear’?
   - What general conclusions can you draw about attending behaviour?

4. Focus on the use of names. Try to recall how these were used: for what purpose and to what effect? Speaking generally, what purposes can be served through the use of names? What means can teachers use to help them recall names?

5. Now consider the range of attending strategies used by the teacher. What others are possible? What comment would you make on a teacher’s having a range of attending strategies? Are these conscious or subconscious behaviours in a teacher? Perhaps share the list of attending strategies noted with the classroom teacher and discuss whether these were consciously used.

6. Did you happen to notice anything about the students’ own attending behaviours towards other students? How important is this? What is the teacher’s role in this regard?
REFLECTION
Using the lesson as a mirror of your own attending skills, what have you learned from this observation that you could apply to your own teaching?

TASK 2 LEARNER MOTIVATION

BACKGROUND
What motivates learners? Why do students sometimes put so much effort and energy into learning a subject, and others do not? Research shows motivation is complex, however, whatever the basis of the motivation of the learner, its level (high/low) has an impact on expected learner roles. Highly motivated learners are more likely to synchronise their roles willingly with the teacher’s role; and more likely to co-operate with the teacher in the various processes involved in classroom learning.

TASK OBJECTIVE
This task will encourage you to consider learners from the point of view of their individual motivation for learning.

PROCEDURE
BEFORE THE LESSON
1. Arrange to observe a class of learners whom you have met before.
2. Make yourself familiar with the chart below.
3. Choose a range of about five students whom you feel you now know well enough to comment on their motivation for learning. Consider their reasons for wanting to learn this particular subject or topic. Comment in the column marked Motivation whether you consider it to be high or low or otherwise make a relevant comment.

DURING THE LESSON
1. Consider these students’ behaviour/role in class and the degree to which they synchronise and co-operate with the teacher. For example, consider a student’s:
   - Response to the teacher;
   - Involvement in tasks;
   - Willingness to ask when uncertain;
   - Tolerance of other students, etc.
2. There is room in the far right column for any further comments. You may, for example, wish to describe the kind of the motivation.

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>Motivation</th>
<th>Learning behaviour</th>
<th>Comment</th>
</tr>
</thead>
</table>

AFTER THE LESSON
1. Consider the data you have collected. Comment on any linkage between Columns 2 and 3.

2. As it is easy to make assumptions, you may wish to confirm your understanding of the students’ motivations by interviewing them.

3. How important is it that a teacher knows their students well enough to understand their various motivations for learning? What means/methods might a teacher deploy in order to obtain this information? Which of these strategies do you use in your own teaching situation?

4. Consider your own attempts to learn this subject. How would you define your motivation? How successful were you? To what extent do you link your success rate with your motivation? To what extent do you think your success or otherwise affected your motivation?

REFLECTION
This task has involved you in actively considering various motivations that affect students in their learning. In what way might this experience affect you when you take on a teaching role with this (or another similar) group of students?

TASK 3 THE LEARNER AS DOER

BACKGROUND
It is commonly recognised that active learning allows learning to be both more personal and more memorable and for these reasons, is more effective. Learners who are ‘engaged’ by the lesson – by the teacher, the materials, the tasks, the activities – are more likely to have that learning make an impact on them. Teachers, therefore, often incorporate tasks in their teaching that require learners to do something in the lesson, for example, with the language or with each other.

TASK OBJECTIVE
The purpose of this observation is to allow you to become sensitive to the fact that ‘learning by doing’ embraces a large range of activities, and to analyse these activities as being cognitive (thinking), affective (feeling) and physical.

PROCEDURE
BEFORE THE LESSON
1. Arrange to observe a lesson. Prepare yourself for the ‘nature of doing’ by considering the sorts of things that teachers typically ask students to do. For example, tasks may involve:
   - Thinking;
   - Feeling;
   - Acting;
   - Moving about;
   - Prioritising, ranking, making judgements;
   - Negotiating, interacting with others;
   - Consulting other sources of information.
2. Make yourself familiar with the chart below.

DURING THE LESSON
1. Observe the lesson from the point of view of what the learners actually do.
2. Use the chart to help you collect data from the lesson. Note down:
   - what the learners do;
   - what this involves;
   - what do you think the teacher’s purpose is.
3. Add any comments in the far right column, for example, whether you would label the activity cognitive, affective, physical.

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| Grouping words according to meaning | • Referring to dictionary  
• Consulting other students | • Teach reference skills  
• Teach two layers of meaning: denotation and connotation | Cognitive |

**AFTER THE LESSON**

1. Together with the classroom teacher, consider the balance of cognitive, affective and physical activities involved in the lesson. Discuss your views on this.
2. Considering the data you have collected, which activities in the lesson do you consider were the most valuable for the learners? Why were they valuable?
3. While we might, as teachers, encourage active involvement in the lesson, what happens when this planned learning “style” is incongruent or incompatible with a learner’s own learning “style”? To what degree should a teacher compromise their preferred teaching approach so as to cater for a learner’s own preferred learning approach?

**REFLECTION**

Use this lesson as a mirror to your own teaching. What balance of activities does your teaching typically involve? Has your awareness of these factors altered in any way that may influence your approach?

**TASK 4 LEARNER LEVEL**

**BACKGROUND**

The assumption underlying this task is that no one class is ever completely homogenous in terms of level. Even if we might say that on the first day of the course, a class appears homogenous, by the end of the first week, patterns and gradations of levels will have begun to appear. The notion of level is itself a complex one, related to and influenced by other differences among learners. The more we discover about learning the more we are confronted by the diversity of contingent factors: people learn in different ways, at different rates, with different styles and exposing different strategies. There are other cases of ‘anomaly’ too, such as the quiet risk-avoiding, accuracy-orientated student who might appear to be a higher or lower level than the rowdy risk-taking student who is less concerned with making mistakes or appearing foolish.

**TASK OBJECTIVE**

The objective of this unit of observation is to recognise the overt signs of learner level as well as aspects of teaching that indicate that the teacher is accommodating learner level.

**PROCEDURE**

**BEFORE THE LESSON**

1. Arrange to observe a class of mixed-level students.
2. Meet with the teacher and find out some of the learners’ names and their respective levels. Have the teachers tell you where they think the learners are tracking in terms of their learning achievement, for example, 1 to 5, where 1 is near the lowest in the class and 5 the highest.
**DURING THE LESSON**

1. Using the chart below to collect your data, look for overt evidence of the students’ designated levels.

2. In the far right column, record the strategies used by the teacher to accommodate learner level.

<table>
<thead>
<tr>
<th>Student</th>
<th>Level</th>
<th>Signs of level</th>
<th>Teacher’s strategies</th>
</tr>
</thead>
</table>
| Miguel  | 1     | • Non-comprehension  
• Uses first language (not much English)  
• Looks to neighbour for help | Re-formulates directly to learner |
| Ingrid  | 5     | • Response is quick and accurate | Uses student as a model for others |

**AFTER THE LESSON**

1. Share and discuss your findings with the teacher of the class. Talk about any students whose level appears to be different from that designated in your meeting before the lesson.

2. During the lesson, you noted the teacher’s strategies in responding appropriately to the level of the student. Some obvious accommodation strategies are listed here:
   - Varying speed of delivery;
   - Varying complexity of language;
   - Varying length of wait time;
   - Calling on stronger students for ‘model’ answers;
   - Pairing and grouping arrangements.
   Can you add to this list?

3. Challenge is no doubt a good thing in the classroom. If all students can do an activity easily and accurately then it is very probably below the appropriate level of difficulty for this class. In order to assess whether the level of difficulty is indeed appropriate, a teacher needs to be alert to the *indicators of challenge*. Some of these are listed below. Can you add to this list?
   *Indicators of challenge*
   - Non-comprehension in facial expression
   - Student wait time (= silence) before response
   - First respondent does not offer the correct answer
   - A learner looks sideways at a neighbour before starting writing
   Some research suggests that if indicators of challenge are present in about a quarter or a third of the class, then the level of challenge is about right. Would you agree?

4. What are some of the corresponding indicators of under-challenge or ease of lesson? Some of these are listed below. Can you add to the list?
   *Indicators of ease*
   - Students get started quickly
   - Plethora of responses to teacher’s questions
   - Expected time needed for tasks over-calculated

The question of how to group students in the classrooms is a vital one in teaching. There is of course no one answer that is always right. Much depends on the purpose of the group work. Consider the following ways of grouping students: what outcomes might be expected in each case? Can you think of sample activities for each case?
<table>
<thead>
<tr>
<th>Ways of grouping levels</th>
<th>Expected outcomes</th>
<th>Sample activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Group lower-achieving students together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Group higher-achieving students together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Mix the groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Level is only one criterion by which groups may be created. In the chart below consider other criteria, and alongside this, indicate what the expected outcome might be, and a sample activity that would be appropriate.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Expected outcome</th>
<th>Appropriate activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendship group</td>
<td>‘Noisy’ interaction</td>
<td>Discussion task – topical/social/sensitive issue</td>
</tr>
</tbody>
</table>

REFLECTION
Consider another class that you have observed. How aware are you of the levels within the class? How is this awareness reflected in your thinking about the implications teaching?

TASK 5 THE LEARNING ENVIRONMENT

BACKGROUND
It is obvious that people learn best when they are relaxed, comfortable, unstressed, interested and involved in what is going on, and motivated to continue. Regrettably, there is no hard-and-fast, definitive list of what makes an environment conducive to learning. We cannot, for example, say that ‘the more a teacher smiles, the more relaxed the students are’ as this is absurdly simplistic. Nonetheless, there may be a lot to be gained from developing an awareness of the affective factors that influence learning.

TASK OBJECTIVE
This observation is designed to refine your awareness of the learning environment. During the lesson you will be watching and listening for anything that you think contributes to making the learning environment one in which students learn better. Conversely, you will also become aware of factors that hinder or impede learning and detract from the effectiveness of the learning environment. Broadly, then, you are looking for factors that range from the size of the room, the seating arrangements, the acoustics, aspects of the teacher’s behaviour or the classroom dynamics. You will also, for a short period during the lesson, focus on one student and note the external factors during that period that seem to shape their learning involvement. One difficulty in this task is that the very presence of ‘an outsider’ among the learning community will affect it in subtle, perhaps imperceptible ways. This is difficult to avoid but might be minimised by your awareness and your maintaining a very low profile.

PROCEDURE
BEFORE THE LESSON
1. Arrange to observe a lesson. Try to avoid lessons with a heavy emphasis on reading and writing as there may not be very much to observe in Step 4 below.
2. Make yourself familiar with the charts overleaf.

DURING THE LESSON
1. Seat yourself in a place where you have a clear view of the classroom, and yet where your presence will be as unobtrusive as possible.

2. For most of the lesson, concentrate on making yourself as aware as possible of the affective environment, the ambience in the classroom, and the various and diverse factors that are influential here. Consider factors that are external to the student, such as the acoustics or temperature of the room, the comfort or otherwise of the seating, the visual attraction of the room, the quality, tone or volume of the teacher’s voice.

3. Record these below in any order, as you become aware of them. List these under Factor/item. The column Memory jog allows you space for a brief note (for example, phase of lesson, context) to record information to help you remember the detail.

<table>
<thead>
<tr>
<th>Factor/item</th>
<th>Memory jog</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Large room, well ventilated</td>
<td>• Elicitation phase 7 mins into lesson</td>
</tr>
<tr>
<td>• Positive T response to SS -</td>
<td></td>
</tr>
<tr>
<td>encouraging</td>
<td></td>
</tr>
</tbody>
</table>

4. Take about twelve minutes out of the above activity to concentrate on one student in the class. Choose someone you have a good view of but try not to make them aware of your attentions. Try to graph one student’s concentration in the lesson. It is important to be aware that both internal and external factors are relevant here, but that because internal factors are unobservable, we will be gauging concentration through external evidence alone. The horizontal axis records the degree of concentration. At each point marked on the vertical axis, note what was happening to or around the student, for example: T’s question, S doodling on paper, S gazing around room, S copying notes from board. In addition, you may like to use face drawings to indicate mood.

Graph of student’s concentration pattern over 12 minutes
**AFTER THE LESSON**

1. Consider the information you have included in the column *Factor/item*. Look at the chart below and try to group factors into categories, for example: physical factors (room size, ventilation); teaching behaviour (style of positive reinforcement, eg. smile, nod).

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical factors</td>
<td>Teacher behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room size</td>
<td>Smiles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ventilation</td>
<td>Nods</td>
<td></td>
<td>Calls by name</td>
</tr>
</tbody>
</table>

2. Comment on anything you observed that surprised or puzzled you, concerned you or inspired you. Reflecting on the overall ambience in the classroom, what general patterns or tendencies emerged? Would you venture any generalisations based on what you have uncovered here? Consider, too, the extent to which we are entitled to generalise about something internal and invisible (that is, learning) from external signs or symptoms.

3. Consider the chart where you graphed one student’s concentration and possibly mood(s), over a portion of the lesson. Comment on the external factors that seemed to affect or shape the student’s concentration. What could the teacher do to enhance the learning environment?

**REFLECTION**

If you are asked to describe the sort of learning environment characteristic of the classrooms in this school, what would you say? Can you identify any conscious strategies used to generate this environment? What could be done to improve the learning environment?

**TASK 6 CHECKING LEARNING**

**BACKGROUND**

If all students learned what they were taught at the time at which it was first taught, and if all of them grasped it equally well and equally quickly, teaching would be much less complex than it is. In fact, of course, learners do not always learn what the teacher sets out to teach – sometimes they learn less and sometimes other (more valuable?) things! Nor do they all learn in the same way or at the same rate. In fact, little about the elements is predictable or generalisable across a class of learners. It is the reason that teachers develop strategies for checking that learning is taking place or has taken place.

**TASK OBJECTIVE**

This observation task is designed to help you monitor learning by monitoring a teacher’s monitoring of learning. You will be looking at the language used in monitoring learning and analysing what each learning check achieves.

**PROCEDURE**

*BEFORE THE LESSON*
1. Arrange to observe a lesson, preferably one that will involve the presentation of a new topic or material
2. Pay attention to the stated learning outcome of the lesson
3. Make yourself familiar with the chart opposite and the particular items you will be attending to.

**DURING THE LESSON**
1. Use the chart below to help you track how the teacher monitors learners’ understanding. Collect about five instances of teacher checking.
2. Script the teacher’s language (including any non-verbal signals) used to check learning. In each case, what is the teacher checking?
3. Can you identify the trigger that prompted the teacher to check, for example, a student appearing confused; a necessary logical step in the lesson; repeated and similar errors by a number of students?
4. How does the student respond to the check?
5. What, if any, follow-up happens?
6. What did the learning check achieve?
7. Try also to be aware of times in the lesson when the teacher did not check for learning, but you would have; or where the teacher did, but you would not have.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the teacher check?</td>
<td>What does the teacher check?</td>
<td>Why does the teacher check?</td>
<td>How does student respond?</td>
<td>What follow-up is there?</td>
<td>What did the learning check achieve?</td>
</tr>
<tr>
<td>'Is a whale a fish?'</td>
<td>Do students know what class of animal a whale belongs to?</td>
<td>To establish difference in concept between fish vs. mammal</td>
<td>'No, it isn’t.'</td>
<td>T confirms ('That’s right') checks another S</td>
<td>Establishes + confirms meaning, leads on to next phase of lesson; but learner could be guessing. Better if teacher asks student how they know it isn’t a fish</td>
</tr>
</tbody>
</table>

**AFTER THE LESSON**
1. Share the collected data with the teacher and discuss the checking process as seen from the teacher’s point of view.
2. Reflect on the last column – what did the learning check achieve? Add any relevant information to your grid.
3. Looking over the five instances of checking that you collected, is it possible to do any of the following: Label them? Group them according to any similarities? Rank them, indicating your criterion? Is it possible to say that questions that check for learning tend to be of a particular type? If you agree, try to describe in greater detail the type of question.
4. Generally, was there a neat link between the purpose for the check (Column 3) and the results of the check (Column 6)? If not, what factors are relevant here?
5. Were there times in the lesson when you would have checked learning but where the teacher did not? (Or where you would not have, but the teacher did?) Think about what and why you would have checked and how that varied from what happened in the lesson. Perhaps discuss these points with the teacher.
6. Consider again the stated learning outcome of the lesson you observed. Was it achieved? How do you know? Did the learning checks in any way seem to propel the lesson onwards towards its objective? Did the monitoring of learning in the lesson have any connection with the reaching of or failure to reach the lesson’s outcome?

7. Learning involves processing information and appraising new information in the light of previous understanding. What evidence did you notice through the lesson of the learners’ processing meaning, for example, the meaning of new concepts or vocabulary? To what extent, in the lesson you observed, did the monitoring of learning allow the teacher ‘to tap into the student’s head’ and guess at the state of the processing of meaning?

8. Have you any comment to make on how monitoring of learning might influence the sorts of decisions that a teacher makes in the classroom?

REFLECTION
In regard to how this observation has raised your awareness, comment on the experience by deciding which of the following applies:
- In this lesson I found what I already knew, and have now confirmed it;
- In this lesson I found what I suspected but had never thoughtfully considered;
- In this lesson I found what I had not considered before;
- In this lesson I found what I would like to pursue further.

TASK 7 PRESENTING NEW MATERIAL

BACKGROUND
In recent years a lot of attention has been given to the varying roles of a teacher. Increasing emphasis has been placed on the less obtrusive roles such as monitoring and facilitating learning. Nevertheless, even with an increased focus on student learning rather than teacher talking, the skill of presenting remains a key one in the repertoire of a teacher.

TASK OBJECTIVE
The objective of this task is to raise awareness of the key components of a successful presentation.

PROCEDURE
BEFORE THE LESSON
1. This task involves you watching the presentation phase of a lesson. It may be of value to watch this in a number of different lessons
2. Make yourself familiar with the chart and diagram below.

DURING THE LESSON
1. During the lesson, record what happens by completing the chart below, using a new chart for each lesson. Record the chronological events in terms of what the teacher does and what the students do.
2. You may like to keep a record of the teacher movement in or around the classroom. A convenient way of doing this is to make a diagram of the classroom and note the teacher’s position with a cross.

<table>
<thead>
<tr>
<th>What teacher does</th>
<th>What learners do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet/chat with SS</td>
<td>Greet/respond to T</td>
</tr>
<tr>
<td>Warm SS up by reminding them of yesterday’s lesson</td>
<td>Recall yesterday’s lesson</td>
</tr>
</tbody>
</table>
AFTER THE LESSON

1. Using the data you have collected and your awareness of the effectiveness of the various parts of a presentation, prepare a list of the key components of a presentation. Discuss your list, along with your data of the lesson, with the teacher.

2. Consider your list of the various key components of a presentation, identify what you believe to be the purpose of each.

3. One key element of the presentation phase is the use of the teacher’s voice, including appropriate audibility, projection, speed, and clarity. Another element of the presentation phase is the physical position of the teacher in the classroom. Consider now the notes you took regarding teacher voice and position. What comments can you make about teacher voice, position and movement?

4. Consider the presentation(s) you have observed in terms of the actual material presented. What context was used to embed the new material? How ‘natural’ do you consider the context to have been? Did the context ‘naturally’ generate the need for the new material? Did it foster a learning link between old and new schemata?

5. Now consider the presentation mode used by the teacher to present the new material. For example, was it presented just orally, or visually in written form, or a mix of modes? Consider the relationship between presentation mode and the material? To what extent was the mode appropriate to the material being presented? How could the presentation been improved?

REFLECTION

Using these observations of presentations as a mirror of your own teaching, what comments can you make about your own presentation style and procedure? How did you acquire this style and procedure? How might you improve or refine them?

TASK 8 COMPARING LEARNING AND TEACHING

BACKGROUND

It has long been known that teaching does not equal learning – that what a teacher goes into a classroom to teach may not match what the learner perceives the lesson to be about or what learning is achieved on the part of the learner. This is because the construction of meaning is an essentially individual experience, ‘each lesson is a different lesson for every learner’. We will be examining how a teaching plan appears to be realised in learning terms in the minds of learners.

The difficulty in this type of task, as in many aspects of observing learning, is that learning itself is not directly visible. Teaching aims, for example, should not be confused with learning outcomes, as these will vary according, in part, to how the learner acts on the input. We therefore must guard against making simplistic equations or drawing conclusions about
learning based only on observable data. With these reservations in mind, we might proceed to consider how learning appears to be happening for some learners.

**TASK OBJECTIVE**
In this task you will collaborate with another observer to compare the learning contributions made by different learners in order to see how the same teaching seems to translate for different learners.

**PROCEDURE**
This task can be conducted in one of two ways:

a) You may tape-record the interaction of one pair working on a task set as part of a lesson. The transcribed interaction then becomes the subject of scrutiny.

b) You may observe a lesson, along with a colleague, and each of you will concentrate on a different learner within the same group, and later compare your notes.

If you choose to conduct a live observation, follow the instructions for *During the lesson* overleaf. If on the other hand you use a transcription, apply the same instructions to the transcription.

**BEFORE THE LESSON**
1. Arrange to observe or record a lesson.
2. Make yourself familiar with the lesson plan, the teaching aims, and with the procedure outlined below.

**DURING THE LESSON**
During the paired task, each observer should focus on one of the pair (X or Y). Take notes on the interaction, follow these guidelines:
- What does X (or Y) do?
- What does X (or Y) seem to want to learn?
- What, in your opinion, might X (or Y) have learned from this lesson?

**AFTER THE LESSON**
1. Compare your respective analyses of X and Y. Use these questions to guide you:
   - How do you compare?
   - How different was this experience for each of them?
   - What difference does each make to the experience of the other?
   - What difference does the teacher make?
   - To what extent is your analysis comprised by the subjectivity of the observation process?
2. Learning involves a processing – via construction and reconstruction – of meaning that is personally significant and relevant to the learner. Re-appraising old information to bring it in line with new is what constitutes learning. What evidence did you find of this type of processing in your observation and analysis of the students in this lesson?
3. Many teacher-created lesson plans, whether they be rigid or flexible, tend to overlook the ‘reality’ of what students bring to the classroom. What are some of the things that students bring to the classroom that will affect the course of their learning?
4. If each lesson is a different lesson for every learner, how can a teacher plan to accommodate and cater for a class of students? What are the implications for the mismatch between teaching/learning for: Teacher preparation of lessons? Teacher decision-making in the classroom? Curriculum planning?
5. If you were able to ask the students at the end of the lesson what they thought they had learned, what do you think some of the responses might be? To what extent does this align with the stated objectives of the lesson? In regard to this, you may like to observe another lesson and, with the teacher’s permission, follow it up with a survey of individual students to see what they think the lesson was aiming to do.
REFLECTION
This is about the implications of the experience of this observation for your own teaching.

GENERAL REFLECTIONS ON YOUR OWN LEARNING AND ABILITY TO INTEGRATE THEORY AND PRACTICE

1. Can you identify and describe the developmental characteristics of the students in an observed class in relation to the perspectives covered in class in Weeks 1-3 and in Chapters 3 and 4 of the textbook? Can you explain why it is important for teachers to understand students’ stages of development, and how the teacher catered for this in the class you observed?

2. Can you describe the observable features of human memory in action in the classroom through examples of what students say and do? Can you identify, explain and evaluate characteristics of the teacher’s instructional strategies that relate to features of learning (e.g., activating prior knowledge, directing attention, strategies affecting students cognitive load, the amount of guidance and structure provided, etc.)?

3. Can you describe a student’s motivation and engagement in relation to the theoretical perspectives discussed in class in Weeks 6-8 and in Chapter 10 of the textbook? What kind of motivation do they have in their life more broadly and in various situations at school? What might improve the quality of their motivation and engagement? How might a teacher improve engagement concerns for this student?
Appendices
### Teacher Education Student Profile

This document is to be scanned and uploaded to the Online Placement System portal [http://placements.arts.unsw.edu.au](http://placements.arts.unsw.edu.au)

### INSTRUCTIONS TO STUDENT

This profile is to be completed by the Teacher Education Student prior to the commencement of each professional experience placement. It is uploaded by the Teacher Education Student to the OPS and is given to the supervising Teacher at the Pre-visit. The profile should be approximately 200 words in length.

<table>
<thead>
<tr>
<th>Details</th>
<th>Student number</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GUIDELINES FOR WRITING YOUR PROFILE

Outline the courses you have studied at university to date. Outline your previous school and any teaching/tutoring experiences to date. Discuss your goals for this professional experience. Outline the areas you would like to have experience in. Discuss your strengths. Outline areas you feel you need support. Other information you would like your school to know.
Appendix 2

Risk Assessment Requirements

This document should be completed within the first 3 days of INSTEP. It should then be given to the Teacher Education Student to scan and upload to the Online Placement System portal.

http://placements.arts.unsw.edu.au

The University of New South Wales already has insurance indemnity cover for students undertaking their practicum. As the nature, location and tasks of practicum are diverse; the University has a responsibility to safeguard the health, and welfare of its students for the duration of their practicum.

The University’s Risk Management Unit now requires the Student Teacher Coordinator or the Supervising Teacher/s for each student teacher to complete risk assessment details regarding Occupational Health and Safety (OHS) Policy and Procedures; which are currently in place in the allocated school.

For further information regarding this requirement please contact the Risk Management Unit on (02) 9385 1980

The INSTEP School Coordinator is required to:

1. Ensure that the UNSW student is made aware of the school’s OHS policies and procedures.
2. Complete and sign the form below as evidence that the school has OHS policies and procedures in place to safeguard the health, safety and welfare of the UNSW student for the duration of the INSTEP.
3. Return the completed form to the Teacher Education Student to upload to the Online Placement System (OPS).

OHS Policies and Procedures in place in your school that address OHS risks (Please tick any that apply to your school or specify others)

- Orientation and induction procedures
- OHS Policy
- Incident/accident procedures
- Evacuation or emergency procedures
- Safety induction (please specify)

School Details

Name of School

Name of Teacher Education Student

Name of Coordinator

Signature of Coordinator

Date
Appendix 3

Evidence of Professionalism

Instructions to COOPERATING TEACHER

This report is to be completed after the Teacher Education Student has completed his or her 15 days of INSTEP. Teacher Education Students are to be assessed for each Standard/requirement as either: *WT Working towards; D - Demonstrated; E - Exceeds expectations (please tick)*

Upon completion, this document is to be returned to the Teacher Education Student who will upload it via our online placement system portal.

Details of Teacher Education Student

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>School:</td>
</tr>
</tbody>
</table>

Attendance Record

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activity Summary</th>
<th>Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>15</td>
<td></td>
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</tbody>
</table>
**Demonstration of the Standards**

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>WT</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Other Key Attributes**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>WT</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate professionalism and commitment to teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets school expectations regarding punctuality, attendance &amp; dress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to collaborate effectively with staff and fellow Teacher Education Students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Exhibits positive and flexible approach to resolving any problems and issues</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES**

The Teacher Education Student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom

- [ ] Satisfactory
- [ ] Unsatisfactory

The Teacher Education Student demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher

- [ ] Satisfactory
- [ ] Unsatisfactory

**Comments by Cooperating Teacher**

Please provide a comment on the degree of professional engagement that you observed in the Teacher Education Student:

- [ ] Satisfactory
- [ ] Unsatisfactory

Cooperating Teacher’s name __________________________ Signature ___________________ Date __________

Teacher Education Student’s signature __________________________ Date __________

Principal/School Executive or Nominee Signature __________________________ Date __________

30
Introduction to inherent requirements for Initial Teacher Education Programs

The University of New South Wales School of Education (SoE) strongly supports the rights of all people who wish to pursue initial teacher education at the SoE to achieve their potential and career objectives. The School is committed to making reasonable adjustments to teaching and learning, assessment, professional experience and other activities to address the impact of students' disabilities so that they are able to participate in their program. To support potential and current students' decision making, a series of inherent requirement statements has been developed (© University of Western Sydney 2013, used with permission). These statements specify the requirements of the teacher education programs for student admission and progression, with aspects associated with the study and the professional practice of teaching. The study and practice of teaching requires respect for diversity, knowledge of theories, legislation, policies and procedures, effective communication, interpersonal, critical thinking and problem solving skills and stamina, to effectively work with children/young people, their families and communities.

Inherent requirements for initial Teacher Education Programs

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If you are intending to enrol in an initial teacher education course, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements. If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with SEADU or the SoE staff, such as the Student Advisor or the Professional Experience Coordinator. These inherent requirements should be read in conjunction with other course information and related material such as BOSTES Professional Teaching Standards and the Australian Institute for Teaching and School Leadership National Professional Standards for Teachers, as well as the UNSW policy on enrolment and progression (Appendix 20)

Each inherent requirement is made up of the following five levels:

- Level 1 - introduction to the inherent requirement
- Level 2 - description of what the inherent requirement is
- Level 3 - explanation of why this is an inherent requirement of the course
- Level 4 - the nature of any adjustments that may be made to allow you to meet the requirement
- Level 5 - examples of things you must be able to do to show you've met the requirement

Inherent requirement domains

For each of the three initial teacher education courses the following nine domains apply. Some domains also have a number of sub-domains:

1. Ethical behaviour
2. Behavioural stability
3. Legal
4. Communication
5. Cognition
6. Interpersonal engagement
7. Sensory ability
8. Strength & mobility
9. Sustainable performance
1. Ethical Behaviour

Students need to comply with, and are governed by, quality and professional standards, where they are both accountable and responsible for ensuring professional ethical behaviour in all contexts.

Student demonstrates:

- Knowledge of, and engages in, behaviour consistent with all relevant standards.

Justification of inherent requirement:

- Student compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure their physical, psychological, emotional and spiritual wellbeing is not placed at risk.
- Compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure the student's physical, psychological, emotional and spiritual wellbeing is not placed at risk.
- Understanding and application of key ethical and conduct principles is a requirement of the Graduate Teacher Standards for students in school settings. Students in school settings must meet graduate teaching standards in order to graduate and to be eligible to apply for registration as a teacher. Adjustments must comply with standards and maintain ethical behaviour.

Exemplars:

- Demonstrating respect for the diversity of family and community values and practices within academic, professional and field experience settings
- Complying with privacy and confidentiality requirements in academic, professional and field experience settings
- Demonstrating honesty and integrity in academic, professional and field experience settings

2. Behavioural Stability

Behavioural stability is required to function and adapt effectively and sensitively in educational settings.

Student demonstrates:

- Behavioural stability to work constructively in diverse and challenging academic and educational environments
- Consistency in responding appropriately to children, young people and families' needs in stressful and challenging situations

Justification of inherent requirement:

- Behavioural stability is required to work in changing and unpredictable environments. Students will be exposed to complex, stressful situations and will be required to have behavioural stability to manage these events objectively and professionally
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support stable, effective and professional behaviour in both academic and professional and field experience settings.

Exemplars:

- Responding appropriately to constructive feedback
- Coping with own emotions and behaviour effectively when dealing with individuals in community and educational settings
3. Legal

Initial teacher education courses are mandated by specific legislation and regulations to comply with professional accreditation, registration and professional and field experience requirements.

Student demonstrates:
- Knowledge and compliance with Australian law, professional regulation requirements and standards relevant to persons working with children, young people and their families, and those which dictate the scope of teaching.

Justification of inherent requirement:
- Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to professional and field experience in order to reduce the risk of harm to self and others
- Compliance with these professional regulations and the Australian Law ensures that students are both responsible and accountable for their practice
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must be consistent with legislative and regulatory requirements.

Exemplars:
- Complying with relevant child protection and safety legislation
- Complying with relevant Work Health and Safety legislation
- Adhering to requirements of informed consent, privacy and confidentiality with organisational, family and child information in academic and education settings

4. Communication

4.1 Verbal

Effective verbal communication, in English, is an essential requirement for all courses offered by SoE.

Student demonstrates:
- Effective verbal communication at formal and informal levels in tutorials, with peers and lecturers/tutors in small and large groups
- The ability to provide clear instructions and presentation of ideas to individuals and large groups relevant to the learning context
- The capacity to use verbal language in a range of different social situations with children and adults during professional and field experience
- The ability to communicate effectively with diverse linguistic and cultural groups and individuals across a range of social contexts
- The capacity to use a range of Information and Communication Technologies (ICTs) that support verbal communication with individuals and small groups for learning and assessment purposes and during professional and field experience

Justification of inherent requirement:
- Verbal communication is the primary medium of communication in an educational setting
- Timely, accurate, clear and effective delivery of information provides clear instruction and initiation of learning
- Interactivity of communication is fundamental to the educational process
- Adequate verbal communication is essential in developing and maintaining effective relationships with all educational stakeholders
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must enable verbal communication with clarity and accuracy that facilitates effective communication and safety.
Exemplars:
- Communicating in English effectively and appropriately in tutorials, lectures and on professional and field experience
- Demonstrating knowledge and use of ICTs such as data projectors, computers and DVDs to support oral communication for tutorial presentations and small group presentation on professional and field experience

4.2 Aural
Competent aural communication is required to effectively access course content and being responsive to the demands of professional and field experience.

Student demonstrates:
- Sufficient aural function to perform and comprehend the required range of tasks
- Active listening in tutorials and lectures with tutors, lecturers and peers and during professional and field experience with families and children
- Appropriate use of ICTs that support aural communication with individuals and small groups for learning and assessment purposes and during professional and field experience, such as audio-visual equipment and mobile phones and technologies

Justification of inherent requirement:
It is an AITSL Graduate Teacher Standard and Department of Education and Community (DEC) requirement that students are able to:
- Use effective aural communication formally and informally in tutorials with peers and lecturers tutors in small and large groups and during professional and field experience in a range of different social situations with children and adults
- Be active and empathetic listeners in diverse social and linguistic contexts
- Use ICTs to support aural communication in professional contexts
Demonstrate sufficient aural ability to gather information and accurately feedback and monitor students consistently and accurately whilst on professional and field experience

Adjustments to address the effects of a hearing impairment must be effective, consistent and not compromise effective and timely reception of, and response to auditory inputs.

Exemplars:
- Demonstrating knowledge and use of ICTs that rely on effective aural communication for tutorial presentations and small group presentation on professional and field experience
- Responding effectively to children and adults demonstrating empathy towards and active listening to what is being communicated

4.3 Non-verbal
Effective non-verbal communication is fundamental to education and needs to be respectful, clear, attentive, empathetic, honest and non-judgmental.

Student demonstrates:
- The capacity to recognise, interpret and respond appropriately to behavioural cues and gestures
- Consistent and appropriate awareness of own behaviours
- Sensitivity to individual differences

Justification of inherent requirement:
- The ability to observe and understand non-verbal cues assists with building rapport in academic, work and professional relationships
- Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes the trust and respect necessary to develop effective professional relationships
• Safe and effective initial teaching education requires the capacity to observe, interpret and respond appropriately to non-verbal communication, particularly in situations where their students may not be able to verbalise distress, discomfort or fear
• For children who do not talk or use verbal language their gestures and cues are their main communication tool

Adjustments must enable the recognition, appropriate response or initiation of effective non-verbal communication in a timely and appropriate manner.

Exemplars:
• Recognising non-verbal cues and responding appropriately in tutorials and seminars
• Recognising non-verbal cues and responding appropriately in professional and field experience settings
• Displaying appropriate non-verbal gestures in classroom situations and professional and field experience settings

4.4 Written
Effective written communication in English is required to effectively access course content and participate in professional and field experience.

Student demonstrates:
• The capacity to construct and model coherent written communication appropriate to the circumstance.

Justification of inherent requirement:
It is an AITSL Graduate Teachers Standard and Department of Education and Community (DEC) requirement that students are able to:
• Construct a range of written assignments to ethical and academic standards in order to convey knowledge, understanding and skills of relevant content and pedagogy, curriculum materials and professional and field practice
• Produce accurate, responsive and diligent reports, student profiles, record keeping, lesson material, curriculum plans, assessment and evaluations necessary for the provision of an effective learning environment
• Effectively and appropriately use a range of texts, which include those that are written, screen-based, image-based, sign/symbol-based are necessary to communicate meaning, directions and imagination in each of the courses offered by SoE

Adjustments must meet necessary standards of clarity, accuracy and accessibility to facilitate effective planning, delivery, reporting, evaluating and synthesising of information in both academic and educational settings.

Exemplars:
• Constructing written assignments that comply with academic standards
• Conveying information in a written form effectively to families or other staff in the educational setting

5. Cognition
5.1 Knowledge and cognitive skills
Consistent and effective knowledge and cognitive skills must be demonstrated to provide safe, professional and competent teaching practice.

Student demonstrates:
• The capacity to locate appropriate and relevant information
• The ability to process information relevant to practice
• The ability to integrate, reflect on and implement theoretical knowledge in tutorials, professional and field experience settings
Justification of inherent requirement:
• Delivery of quality teaching relies on the understanding and application of theory in practice
• Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support the student’s ability to acquire, analyse and apply knowledge.

Exemplars:
• Conceptualising and use appropriate knowledge in response to academic assessment items
• Identifying and applying knowledge of policy and procedures during professional and field experience settings

5.2 Language and Literacy
Competent English language and literacy skills are essential for professional and effective delivery of teaching content.

Student demonstrates:
• The ability to accurately acquire information and convey appropriate messages
• Ability to read and comprehend a range of texts for teaching and learning purposes
• The capacity to understand and implement academic conventions to construct written text in a scholarly manner

Justification of inherent requirement:
• The ability to acquire information and to accurately convey information is fundamental to teaching and learning
• The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for effective preparation and teaching practice
• Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information.

Exemplars:
• Conveying a spoken message accurately
• Competently constructing and sharing a range of texts including digital, written, and visual texts in a range of social contexts

5.3 Numeracy
Competent and accurate numeracy skills are essential for effective delivery of teaching content.

Student demonstrates:
• Ability to interpret and correctly applies data, measurements and numerical criteria in a range of contexts.

Justification of inherent requirement:
• Competent application of numeracy skills is fundamental for effective delivery of teaching content
• Graduates of accredited courses must meet the Graduate Teacher Standards requirements to be competent in the application of numeracy skills

Adjustments must enable the demonstration of effective numeracy skills.

Exemplars:
• Demonstrating competency in applying basic mathematics knowledge and skills in everyday life and in academic tasks
• Demonstrating effective use of numeracy skills in matters related to student learning
• Applying numeracy skills to interpret and solve problems in a range of educational and academic contexts
5.4 Information and Communication Technology (ICT)

Information and Communication Technologies (ICT) are processes and tools that are fundamental to accessing course content, current teaching practice, and pedagogical practice.

Student demonstrates:

• Knowledge of, and confidence in, the use of ICT in academic, professional and curriculum context.

Justification of inherent requirement:

• Use of ICTs are necessary to provide an effective teaching and learning environment consistent with current pedagogy
• Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must enable the student to demonstrate a capacity to comprehend, interpret and apply ICT.

Exemplars:

• Utilising appropriate ICTs to communicate with peers and lecturer and to gather information in accomplishing academic tasks
• Using ICTs for accurate, responsive and diligent reports, student profiles, record keeping, lesson presentation material, curriculum plans, assessment and evaluations
• Using written texts including SMS and email professionally at university and during professional experience with students, children, staff, parents and the community

6. Interpersonal Engagement

Interpersonal engagement is essential to work effectively, sensitively and build relationships in community and educational settings.

Student demonstrates:

• The ability to work effectively, sensitively and confidentially with children, young people, parents/carers and community members
• The ability to create rapport with peers, academic and professional staff conducive to effective working relationships
• Cultural competence, sensitivity and willingness to work with individual children and young people in a complex and diverse Australian society

Justification of inherent requirement:

• AITSL Graduate Teacher Standards require effective, sensitive and confidential engagement with students, parents and work colleagues and the ability to engage with people from diverse backgrounds and ability in various context
• Graduates of accredited courses must meet the Graduate Teacher Standards requirements. Inclusion is mandated in the Australian educational context

Adjustments must enable appropriate levels of interpersonal engagement and behaviour.

Exemplars:

• Participating in a respectful and culturally competent manner in tutorial discussion
• Collaborating, modifying and reflecting on their teaching during professional and field experience in response to student needs and supervisor feedback
• Interacting with mutual respect, equity and dignity towards others
7. Sensory Ability

Adequate visual acuity is required to provide safe and effective supervision of children and young people in a range of educational and community settings.

Student demonstrates:
- Sufficient visual acuity to perform the required range of skills
- Sufficient visual acuity to monitor children and young people’s behaviour and safety

Justification of inherent requirement:
- Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks and assessments
- Visual observations, examinations and assessment are fundamental to safe and effective scope of teaching practice

Adjustments must address the need to perform the required range of tasks involved in field placements. Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise care or safety.

Exemplars:
- Monitoring children and young people’s safety and well-being in indoor and outdoor and engaging in activities at both near and far distances
- Negotiating unfamiliar settings effectively
- Manipulating a range of resources
- Monitoring children’s behaviour, safety, health and wellbeing

8. Strength and Mobility

8.1 Gross motor

Participation in physical activities and movement is required to function effectively in community and educational settings.

Student demonstrates:
- The ability to move and perform gross motor function within the scope of practice.

Justification of inherent requirement:
- Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve gross motor skills include sitting, lifting, carrying, pushing, pulling, standing, twisting and bending. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others
- It is a BOSTES, AITSL and the Department of Education and Community requirement that educators are able to undertake many physical tasks and classroom routines
- Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate education and care.

Exemplars:
- Setting up safe learning environments with resources and equipment
- Safely retrieving, moving and using large pieces of equipment

8.2 Fine motor

Teaching is a profession that requires manual dexterity and fine motor skills.

Student demonstrates:
- The ability to use fine motor skills to provide safe effective education and care.
Justification of inherent requirement:
• Sufficient fine motor skills are necessary to perform, coordinate and prioritise education and care. Tasks that involve fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others
• It is a BOSTES, AITSL and the Department of Education and Community requirement that educators are able to undertake many physical tasks and classroom routines
• Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must facilitate functional effectiveness, safety to self, children/young people and others and a capacity to provide appropriate education and care.

Exemplars:
• Recording, observing, documenting, and clearly modelling the use of equipment such as scissors, pencils and other such equipment
• Manipulating resources during learning activities
• Using ICT equipment for teaching and learning

9. Sustainable performance
Students require both physical and mental performance at a consistent and sustained level over appropriate time frames to meet the course outcomes.

Student demonstrates:
• Consistent and sustained level of physical energy to complete a specific task in a timely manner
• The ability to perform all required activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately
• The capacity to maintain consistency and quality of performance throughout the designated period of academic, field, or professional experience

Justification of inherent requirement:
• Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in varying periods of time to provide safe and effective participation in all teaching, field, and professional experience activities
• Graduates of accredited courses must meet the Graduate Teacher Standards requirements

Adjustments must enable consistent and sustained performance over a given period.

Exemplars:
• Preparing for and participating in tutorials, lectures and professional experience
• Providing consistent supervision, education/instruction and care to children/young people over a negotiated time frame
• Performing multiple tasks simultaneously whilst supervising the safety and care of children
Appendix 5

Management of Students at Risk to or During Placements, Internships and Practicums Procedure

UNSW POLICY ON STUDENTS AT RISK PRIOR TO OR DURING STUDENT PLACEMENT

APPROVED BY THE DEAN, ARTS & SOCIAL SCIENCES 5 JUNE 2017.

Purpose

This procedure outlines the management of students who are at-risk of being involved in reputational and other damage to themselves, the University and/or external organisations involved in practicum placements.

Scope

All staff and students in courses for which Arts & Social Sciences is the Course Authority.

1. Suitability for placement

Whether a student is suitable for placement will be assessed on the basis of a School’s requirements, in conjunction with the requirements of an external accrediting body where relevant, and the nature of the program in which a student is enrolled. In general terms a student is unsuitable if the student is considered to be likely to act, or have acted, unprofessionally, inappropriately, or offer a risk of harm to people with whom the student may interact on the placement, internship or practicum, or otherwise be deemed unfit to practice in a professional manner. A student may also be unsuitable if the student will be unable to demonstrate required competency.

2. Ongoing monitoring and support

Each School may determine its own process for identification and support of students who may be unsuitable for placements, internships and practicums. However, such processes should include, at a minimum, the following.

2.1. Initial assessment of suitability

Schools must ensure that students who will be placed with external organisations are suitable for the placements.

2.2. Continual assessment of suitability

Schools must continue to monitor the suitability of students for placement throughout the duration of the placement.

2.3. Support and reasonable adjustments

If there are concerns about a student’s ability to engage in the learning experience provided by a placement, internship or practicum the School will discuss the concerns with the student and discuss support options or reasonable adjustments with the student. Where appropriate, the same range of support options should be consistently available to all students.

Additional assistance in the form of reasonable adjustments should be available to students who, due to a disability, would be unable to meet the learning outcomes of a course without an adjustment. An adjustment is reasonable where the adjustment can be practicably implemented without compromising Course Learning Outcomes, Program rules and relevant UNSW policies and procedure, and within the resourcing capacity of the University.

3. Refusal to place, suspension or withdrawal of students from practicum
An organisation offering a placement may exercise its right to refuse a student or terminate a placement at any time. When a student is refused a placement in or is withdrawn from a placement, internship or practicum at the request of the placement organisation, the School must:

- Inform the student of the refusal or withdrawal and provide reasons for the decision; and
- Provide support options and/or reasonable adjustments where appropriate; and
- Perform other actions or referrals as appropriate, e.g. initiate a referral in line with the Student at Risk Procedure, or investigate allegations of breaches of the Student Code Policy, etc.

If, notwithstanding existing and potential support options and/or reasonable adjustments, a student remains unable to satisfactorily complete or be placed in a placement, internship or practicum, the School must inform the student of its intent to refer the student pursuant to the Student at Risk Procedure and provide reasons for the decision.

A student who is at risk of non-progression in the Program of study should be referred to the Faculty Student Centre to obtain further advice about their study.

Whether a student voluntarily withdraws from the Program or not, the School must:

- Refer the student in line with the Student at risk Procedure if the student is continuing risk of non progression; and
- Fulfill its reporting obligations pursuant to the Student Critical Incident Procedure if it is appropriate to do so; and
- Perform other actions or referrals as appropriate, e.g. initiate or investigate misconduct allegations, etc.

4. Complaints and appeals

A student who is refused, suspended or withdrawn from a placement, internship or practicum is entitled to make a complaint or proceed to an appeal against the School’s decision under the UNSW Student Complaint Procedure.

This Procedure supports the University’s compliance with the following legislation:

Tertiary Education Quality and Standards Agency Act 2011 (Cth)

Higher Education Standards Framework (Threshold Standards) 2015
## Appendix 6

**GRADUATE TEACHER STANDARDS EVIDENCE GUIDE TO SUPPORT PROFESSIONAL EXPERIENCE**

<table>
<thead>
<tr>
<th>Graduate Teaching Standard Descriptor</th>
<th>Practices that demonstrate the Teacher Education Student’s engagement with the Standard during an early professional experience placement, may include:</th>
<th>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Know students and how they learn</td>
<td>The Teacher Education Student…</td>
<td></td>
</tr>
</tbody>
</table>
| 1.1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | • Seeks knowledge of students’ specific physical, social and intellectual learning needs in an appropriate manner  
• Identifies achievable learning goals for students  
• Demonstrates a developing awareness of differences in students’ learning styles  
• Responds to differences in students’ learning styles and needs through approaches to lesson planning and teaching | • Identifies students’ specific physical, social and intellectual learning needs  
• Communicates and interacts in ways appropriate to students’ development stages  
• Makes modifications to delivery depending on students’ physical, social and intellectual development  
• Considers and makes modifications to the learning environment depending on physical, social and intellectual development  
• Uses a variety of resources to account for the learning style of students  
• Plans differentiated work for students (modified and extension) |
| 1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | • Identifies current research into how students learn | • Applies knowledge of current research to modify teaching strategies  
• Applies knowledge of research on how students’ skills, interests and prior achievements affect learning |
| 1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | • Shows an awareness of the need to modify teaching strategies based on student diversity  
• Is aware that schools have programs and policies relating to inclusivity  
• Begins to incorporate global issues into lessons and unit planning  
• Displays cultural sensitivity | • Uses effective questioning to engage every student  
• Plans for and respects the diversity of all students within the classroom  
• Uses culturally sensitive resources, language and strategies in teaching practice  
• Presents controversial issues in a sensitive manner  
• Encourages students to express and explore their values and attitudes in a sensitive manner |
<p>| 1.4.1 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. | • Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds | • Selects strategies to provide for relevant learning experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement, sequencing and significance |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Practices that demonstrate the Teacher Education Student’s engagement with the Standard during an early professional experience placement, may include:</th>
<th>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</th>
</tr>
</thead>
</table>
| 1.5.1     | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | • Is aware of the need to differentiate teaching to meet the learning needs of all students  
• Develops lessons that address the different needs of all students | • Develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives and which meet the specific learning needs of students across the full range of abilities  
• Develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students  
• Develop teaching activities resulting from collaborative planning or consultation with specialist staff such as the ESL teacher/Counsellor/Aboriginal Education Assistant/Gifted and Talented coordinator/Learning Support teacher |
| 1.6.1     | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability. | • Is aware of and discusses disability legislative requirements  
• Discusses how the learning needs of students with disability could be met  
• Develops lessons that support the learning of all students with a disability  
• Complies with disability legislative requirements  
• Encourages a respectful and collegial classroom environment where all students are valued and provided the same learning opportunities | • Seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students’ diverse learning needs  
• Develops a sequence of learning experiences that support the learning of all students with a disability  
• Complies with disability legislative requirements  
• Encourages a respectful and collegial classroom environment where all students are valued and provided the same learning opportunities |
| 2         | Know the content and how to teach it                                           | The Teacher Education Student…                                                                                                   |                                                                                                               |
| 2.1.1     | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | • Clearly articulates and explains the content of the lesson  
• Accurately answers content related questions from students | • Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives  
• Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents |
| 2.2.1     | Organise content into an effective learning and teaching sequence.            | • Plans individual lessons clearly and logically  
• Demonstrates a developing ability to present content in a coherent, well-sequenced learning and teaching program | • Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content  
• Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students |
| 2.3.1     | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | • Uses the school program as a basis for designing effective lesson plans and assessment of learning  
• Accesses information about curriculum documents and other resources and designs assessment accordingly | • Designs assessments which show clear links to the teaching and learning program and reporting cycle  
• Develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes |
| 2.4.1 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | • Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions | • Chooses teaching and learning activities that broaden the understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages | • Selects student work samples and displays of student work which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures or languages |
| 2.5.1 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | • Uses professional discussion about lesson content and structure which show the Teacher Education Student’s knowledge, understanding, and/or teaching strategies to support students’ literacy achievement. | • Develops lesson plans, observation notes and discussion about lesson content and structure which show the Teacher Education Student’s knowledge, understanding, and/or teaching strategies to support students’ literacy and/or numeracy achievement | • Works collaboratively, when given the opportunity, with support teachers, such as ESL, to meet students’ literacy and/or numeracy needs |
| 2.6.1 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | • Develops teaching and learning programs and lesson plans which show the integration of ICT into activities to make content more meaningful. | • Develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (for example, Web-based research, Web 2.0 tools, subject/ KLA/ stage appropriate software) |

**Graduate Teaching Standard Descriptor**

**Practices that demonstrate the Teacher Education Student’s engagement with the Standard during an early professional experience placement, may include:**

- **3** Plan for and implement effective teaching and learning. The Teacher Education Student…

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

  - Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs.
  - Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs/varying abilities.
  - Differentiates curriculum in lesson plans.

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

  - Writes lesson plans detailing such goals through the use of objectives/outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with supervising teacher.
  - Seeks to match learning outcomes, content, and teaching strategies to class level in consultation with supervising teacher.
  - Reflects with supervising teacher on lesson planning and student learning.
  - Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans.
  - Takes into account supervising teacher’s feedback in relation to content and student management to plan future learning.
  - Implements lesson plans that detail such goals through the use of objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with supervising teacher.
  - Utilises the host school’s scope and sequences and content overviews to plan appropriate lessons.
  - Reflects with supervising teacher on lesson/unit delivery to enhance student learning.
  - Draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences.
  - Takes into account supervising teacher’s feedback in relation to content and student management to plan future learning.
| 3.3.1  | Include a range of teaching strategies in teaching. | • Develops knowledge of a range of appropriate and engaging materials and resources  
• Begins to incorporate these into teaching practice and class management  
• Is willing to plan and incorporate a range of teaching strategies | • Draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management  
• Demonstrates the ability to plan and incorporate a range of teaching strategies |
|--------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 3.4.1  | Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | • Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice  
• Uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons  
• Selects current and relevant teaching resources to improve lesson/unit planning in consultation with the supervising teacher | • Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice.  
• Engages with a variety of technologies to enhance lesson/learning outcomes  
• Uses resources appropriate to student developmental levels and manages resources professionally  
• Accesses and uses curriculum support materials effectively |
| 3.5.1  | Demonstrate a range of verbal and nonverbal communication strategies to support student engagement. | • Uses effective oral and written communication skills, including the promotion of grammatically acceptable and correct English  
• Implements the use of vocabulary and metalanguage to develop conceptual understanding  
• Employs a range of questioning techniques such as open/closed questioning  
• Begins to acknowledge and develop student responses in an inclusive manner  
• Develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students’ level or stage  
• Demonstrates and models non-verbal forms of communication, in consultation with the supervising teacher | • Uses effective oral and written communication skills, including the promotion of grammatically acceptable and correct English  
• Effectively uses vocabulary and metalanguage to develop conceptual understanding  
• Employs a range of questioning techniques such as open/closed questioning to elicit prior understanding  
• Acknowledges and logically develops student responses in an inclusive manner.  
• Uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students’ level or stage  
• Demonstrates effective use of non-verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact, and varying gestures for student engagement and management |
| 3.6.1  | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g. observational data)  
• Develops a range of strategies to cater for the diverse range of learners within the class  
• Accesses assessment criteria in consultation with supervising teacher  
• Reflects on lessons to inform future planning and to improve pedagogy | • Ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment  
• Employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class  
• Inform students by accessing and deconstructing explicit quality criteria for assessment  
• Reflects on lesson to inform future planning and improve pedagogy |
### 3.7.1 Describe a broad range of strategies for involving parents/carers in the educative process.

- Communicates effectively with parents and carers in the classroom
- Consults with the supervisor teacher in order to understand school-home connections, for example, the school homework policy
- In consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance
- Explores established structures in the school to encourage parents and caregivers to be involved in school or classroom activities
- Acts professionally, and with the appropriate confidentiality, when communicating with parents and caregivers

### Graduate Teaching Standard Descriptor

<table>
<thead>
<tr>
<th>Practices that demonstrate the Teacher Education Student’s engagement with the Standard during an early professional experience placement, may include:</th>
<th>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</th>
</tr>
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<tbody>
<tr>
<td><strong>4</strong> Create and maintain supporting and safe learning environments</td>
<td>The Teacher Education Student…</td>
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</table>
| **4.1.1** Identify strategies to support inclusive student participation and engagement in classroom activities. | • Discusses strategies with the classroom teacher  
• Communicates value and respect for students as individuals and learners |
| **4.2.1** Demonstrate the capacity to organise classroom activities and provide clear directions. | • Has learnt and uses students’ names  
• Records observations and discusses classroom routines  
• Records observations and discusses techniques that teachers use to support student time spent on learning tasks  
• Observes implementation of classroom management strategies |
| **4.3.1** Demonstrate knowledge of practical approaches to manage challenging behaviour. | • Remains calm and fair  
• Discusses student management techniques that are appropriate and consistently applied  
• Discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches  
• Understands the need to establish and work within an identifiable welfare/classroom management system |
| • Interacts professionally and respectfully with parents and carers  
• Connects school learning to the home context  
• Draws on resources within the community to enhance lesson/unit content  
• Promotes established structures in the school to encourage parents and caregivers to be involved in school or classroom activities  
• Acts professionally, and with the appropriate confidentiality, when communicating with parents and caregivers |

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<p>| 4.4.1 | Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. | Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&amp;S, duty of care, child protection | Discusses and follows specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WH&amp;S, duty of care, child protection |
| 4.5.1 | 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. | Discusses strategies which promote safe, responsible and ethical use of ICT in learning and teaching (for example, awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty) | Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching |
| <strong>Graduate Teaching Standard Descriptor</strong> | <strong>Practices that demonstrate the Teacher Education Student’s engagement with the Standard during an early professional experience placement, may include:</strong> | <strong>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</strong> |
| 5 | Assess, provide feedback and report on student learning | The Teacher Education Student… | |
| 5.1.1 | Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning. | Considers appropriate assessment strategies when developing lessons | Designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning |
| | | Records and uses assessment information informally (e.g. observations of student learning and/or work samples) to monitor student learning | Analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks |
| 5.2.1 | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning | Gives constructive and purposeful feedback to students about their learning progress | Builds appropriate reinforcement and feedback into lesson plans |
| | | Provides appropriate encouragement | Gives timely feedback to enhance student performance and provides direction for future learning (goal setting) |
| 5.3.1 | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning | Collaborates in producing assessment plans, tasks, marking criteria, marking rubrics | Understands the process of moderation and the principle of ensuring consistent teacher judgement |
| | | Provides student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities | Produces assessment plans, tasks, marking criteria, marking rubrics that demonstrate the school or system policy regarding the moderation of assessment activities |
| | | Collects student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities | Collects student work samples showing assessment feedback that demonstrates the school or system policy regarding the moderation of assessment activities |</p>
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<tr>
<td>5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
<td>• Considers the types of evidence required to effectively evaluate student learning</td>
<td>• Bases lesson reflections on the evidence gathered through assessment tasks&lt;br&gt;• Explains how assessment data applies to planning and teaching practice</td>
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<tr>
<td>5.5.1 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</td>
<td>• Discusses student achievement with the supervising teacher&lt;br&gt;• Is familiar with the school’s reporting procedures and policy</td>
<td>• Demonstrates an effective approach to collecting, organizing and storing assessment data consistent with school policies and procedures&lt;br&gt;• Employs a variety of methods to record evidence gathered through assessment activities</td>
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<th>6 Engage in professional learning</th>
<th>The Teacher Education Student…</th>
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<tr>
<td>6.1.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs</td>
<td>• Engages in self-reflection in aspects of Professional Knowledge, Practice and Engagement&lt;br&gt;• Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice</td>
<td>• Identifies specific learning goals in relation to the Standards&lt;br&gt;• Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level.</td>
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<tr>
<td>6.2.1 Understand the relevant and appropriate sources of professional learning for teachers</td>
<td>• Seeks opportunity within the school for professional learning through discussions with staff&lt;br&gt;• Attends professional meetings</td>
<td>• Contribute to staff and curriculum meetings where appropriate&lt;br&gt;• Participates in professional teams</td>
</tr>
<tr>
<td>6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</td>
<td>• Sets short term teaching goals in discussion with their supervising teacher&lt;br&gt;• Receives constructive feedback in a positive and professional manner</td>
<td>• Receives constructive feedback in a positive and professional manner&lt;br&gt;• Sets realistic short and long-term goals with their supervising teacher&lt;br&gt;• Realistically analyses their achievement towards teaching goals</td>
</tr>
<tr>
<td>6.4.1 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</td>
<td>• Actively listens to discussions with school community members regarding benefits to ongoing professional learning and collegial sharing of knowledge and resources</td>
<td>• Engages innovatively within the limits of their responsibilities and capabilities&lt;br&gt;• Demonstrates a commitment to teaching and to continuous improvement of their practice&lt;br&gt;• Recognises that teachers are agents of their own professional learning</td>
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Graduate Teaching Standard Descriptor

Practices that demonstrate the Teacher Education Student’s engagement with the Standard during an early professional experience placement, may include:

The Teacher Education Student…
| 7.1.1 | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession | • Behaves ethically and respects the confidentiality of student and school information | • Demonstrates knowledge of the relevant codes of ethics that underpin their educational context  
• Reflects critically on personal and professional practice |
| 7.2.1 | Understand the relevant legislative, administrative and organisational polices and processes required for teachers according to schoolstage | • Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies | • Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care etc.  
• Demonstrates an understanding of evacuation procedures and WHS and the school and system discipline and welfare policies |
| 7.3.1 | Understand strategies for working effectively, sensitively and confidentially with parents/carers | • Employs appropriate and respectful professional communication with school staff, visitors, parents and carers | • Establishes respectful collaborative relationships through the use of appropriate language, tone and body language  
• Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families and carers |
| 7.4.1 | Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice | • Shows willingness to participate with school staff in a range of activities | • Shows willingness to participate with school staff, external professionals and community representatives, in a range of activities and programs  
• Demonstrates awareness of appropriate professional organisations and how they can contribute to professional development |