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Welcome

Thank you for your commitment to, and participation in, our Professional Engagement Program. Our ongoing partnerships with key schools across NSW provide invaluable opportunities for our Teacher Education Students to meet the Australian Professional Standards for Teachers and are fundamental to the development of the next generation of Australian teachers.

We see Professional Engagement as a vehicle for integrating theory and practice. What our Teacher Education Students learn at university is realised in classrooms and experience in schools and classrooms, and in turn informs and anchors our programs. In order for this process to fulfil its potential, it is vital that we build shared understandings and expectations with all our partners in the professional growth of the next generation of teachers.

Please take the time to read this handbook carefully. We hope the information provided is informative and clear but please don’t hesitate to contact our Professional Experience Office if you need clarification. We are confident our Teacher Education Students are committed to gaining the most from their time in schools and that, with your support, they will develop readiness for the challenges of professional teaching.

Kim Beswick
Head of School
School of Education
The University of New South Wales Australia

Contacts

UNSW SCHOOL OF EDUCATION

PROFESSIONAL EXPERIENCE OFFICE

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MAILING ADDRESS
School of Education John Goodsell Building University of NSW UNSW Sydney 2052
Overview of Teacher Education Programs at UNSW Australia

The School of Education is a research-intensive school within the Arts and Social Sciences, UNSW Australia and a key player in the professional preparation of teachers and other educational professionals in Australia and internationally. The School of Education emphasises the centrality of research and collaboration in determining how we should engage in our profession.

We offer undergraduate programs, such as the BABEd and the BScBEd, accredited by NESA, which prepare students to be secondary teachers. The Master of Education provide students working, or intending to work, in a variety of educational and training contexts with opportunities to increase expertise and enhance capacity. Similarly the specialised Master of Educational Leadership program and Graduate Certificate in Educational Leadership provide students with sophisticated understanding of leadership, management and administration in educational organizations. These coursework programs provide students the opportunity to engage in professional development at a very high level.

Program Information: Undergraduate Degrees

Bachelor of Arts / Bachelor of Education

The dual degree of Bachelor of Arts / Bachelor of Education is a four-year program for intending secondary school teachers. Teacher Education Student combine studies in two approved teaching disciplines with both theoretical and practical aspects of education. From the second year of the program, Teacher Education Students develop skills in classroom competence, spending 15 days on a professional experience program in an approved educational setting and 65 days in year 3 and 4 on supervised teaching practice in allocated secondary schools.

Bachelor of Commerce / Bachelor of Education

The Bachelor of Commerce/ Bachelor of Education is a new four- year dual degree program option. After a 15 day professional engagement in their second year, Teacher Education Students spend 65 days on supervised teaching practice at allocated secondary schools in their final two years of the program. On completion of the course, Teacher Education Students will acquire a specialist degree from the Australian School of Business as well as their professional teaching qualification.

Bachelor of Design / Bachelor of Education

The Bachelor of Design / Bachelor of Education offered by the School of Education in conjunction with UNSW Art and Design is a four year dual degree program that enables Teacher Education Students to secure a professional teaching qualification as well as a specialist degree in design. Teacher Education Students Teachers develop a range of skills, knowledge and understanding relevant to teaching Year 7-12. The program also introduces issues of professional ethics and responsibilities. Teacher Education Students build their teaching skills and experience through practicum placements in schools from second to fourthy years.

Bachelor of Economics / Bachelor of Education

The Bachelor of Economics/Bachelor of Education is a new four- year dual degree program option. After a 15 day professional engagement in their second year, Teacher Education Students spend 65 days on supervised teaching practice at allocated secondary schools in their final two years of the program. On completion of the course, Teacher Education Students will acquire a specialist degree from the Australian School of Business as well as their professional teaching qualification.

Bachelor of Fine Arts / Bachelor of Education

The Bachelor of Fine Arts / Bachelor of Education offered by the School of Education in conjunction with UNSW Art and Design is a four year dual degree program that enables Teacher Education Students to secure a professional teaching qualification as well as a specialist degree in fine arts. Teacher Education Students develop a range of skills, knowledge and understanding relevant to teaching Year 7-12. The program also introduces issues of professional ethics and responsibilities. Teacher Education Students build their teaching skills and experience through practicum placements in schools from second to fourth years.
Bachelor of Media Arts / Bachelor of Education

The Bachelor of Media Arts / Bachelor of Education offered by the School of Education in conjunction with UNSW Art and Design is a four year dual degree program that enables Teacher Education Students to secure a professional teaching qualification as well as a specialist degree in media arts. Teacher Education Students develop a range of skills, knowledge and understanding relevant to teaching Year 7-12. The program also introduces issues of professional ethics and responsibilities. Teacher Education Students build their teaching skills and experience through practicum placements in schools from second to fourth years.

Bachelor of Music / Bachelor of Education

The Bachelor of Music / Bachelor of Education offered by the School of Education is a five year dual degree program that enables Teacher Education Students to secure a professional teaching qualification as well as a specialist degree in music, providing a foundation for other musical careers. Teacher Education Students develop a range of skills, knowledge and understanding relevant to teaching Year 7-12. The program also introduces issues of professional ethics and responsibilities. Teacher Education Students build their teaching skills and experience through practicum placements in schools from the second year onwards.

Bachelor of Science / Bachelor of Education

The dual degree of Bachelor of Science/Bachelor of Education is a four-year program for intending secondary school teachers in mathematics or science. Teacher Education Students combine studies in their approved teaching discipline with both theoretical and practical aspects of education. In the final two years of the program, Teacher Education Students develop skills in classroom competence and spend 65 days on supervised teaching practice in allocated secondary schools and 15 days on an alternative professional experience program.
Overview of Professional Experience at UNSW

Professional Experience is the central component of all pre-service teacher education programs at UNSW. It is where theory and practice is integrated and inter-related. This critical component sees the School of Education and our partner schools working collaboratively to ensure teacher education students can develop the knowledge and skills to demonstrate achievement of the Australian Professional Standards for Teachers at Graduate level.

### Australian Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
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<tbody>
<tr>
<td>Standard 1: Know their students and how they learn</td>
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<tr>
<td>Standard 2: Know the content and how to teach it</td>
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</table>

<table>
<thead>
<tr>
<th>Professional Practice</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Standard 3: Plan for and implement effective teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Standard 4: Create and maintain supportive and safe learning environments</td>
<td></td>
</tr>
<tr>
<td>Standard 5: Provide feedback and report on student learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Engagement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6: Engage in professional learning</td>
<td></td>
</tr>
<tr>
<td>Standard 7: Engage professionally with colleagues, parents/carers and the community</td>
<td></td>
</tr>
</tbody>
</table>

For detailed information about the standards, please visit the following website:


Teacher education students engage in ongoing professional practice throughout their program through at school placements involving a structured and coherent program of systematic observation, supervised teaching, focused tasks and activities, and university -based lectures. This carefully sequenced range of professional experience placements provides teacher education students with the opportunity to move from initial observation through to independent practice, at the same time developing a range of teaching skills and understandings essential to plan for and manage successful classrooms. In addition, professional practice is designed to ensure teacher education students take part in a range of activities outside the classroom to fully appreciate a teacher’s role and engage with the broader community.

Teacher education students enrolled in a dual award undergraduate Bachelor of Education program gain their first exposure to teaching through 15 days of Professional Engagement in the second year of their four year program after they have completed the equivalent of a full year of discipline studies. They are assigned to an educational setting, such as a primary school, secondary school or Intensive English Learning Centre, where they provide support to the classroom teacher in either a block placement or two days a week over the Term. These days are undertaken in Year 2 with a high degree of flexibility in timing and focus. In Year 3 during Professional Experience 1, all teacher education students, both undergraduate and post-graduate, teach 20 days of classes under the close- supervision of a classroom teacher. Professional Experience 1 begins with 3 days of observation followed by 17 days of teaching experience. Observation of lessons enables teacher education students to see various teaching styles and strategies and to get to know the school and the students he/she will teach. By observing teachers of these classes, teacher education students will become familiar with the management, planning and sequencing of lessons in those classes. During this period, teacher education students should also gain an understanding of the range of activities that occurs both inside and outside the classroom, and the roles of the teaching and non-teaching staff within the school. Observation of lessons must continue throughout professional experience after the formal observation period is complete.
During Professional Experience 2 in the final year of their Bachelor of Education teacher education students engage in an extended field-based professional learning placement where they are provided with increased opportunities for autonomy, responsibility and accountability through the subsequent relaxation of direct in-class supervision by the Supervising Teacher. After the first 25 days of placement, teacher education students move from close-supervision to a 20 day internship with program supervision and some focused observation, but without continuous in-class supervision. The internship, as far as possible, is designed to approximate the realities of school life and prepares the teacher education students with a ‘real world experience’ of teaching and learning that assists them in their readiness for future employment in schools. They must, however, have demonstrated achievement of the Australian Professional Standards for Teachers at Graduate level and been signed off for this by the Supervising Teacher and have been observed and benchmarked with their peers by a University Liaison (i.e. the Tertiary Supervisor).

UNSW uses the definition of internship set out in the NESA Professional Experience Policy, and adopted across many ITE providers in NSW, that is, “A professional experience internship is usually the final professional experience in an initial teacher education program and provides a significant period of teaching practice where the teacher education student is provided with program supervision rather than direct in-class supervision by the classroom teacher. Professional experience internships are usually covered by signed formal agreements with relevant parties on the structure and scope of the internship.”

Teacher education students enrolled in the Master of Teaching follow a similar pattern of professional experience from closely supervised practice to the internship, but without the initial 15 days of professional engagement as they are usually older and more mature than undergraduates and are keen to get experience teaching as soon as possible. However, their professional experience program is capped off with a student engagement project at the end of their first year to enable them to demonstrate the ability to apply their knowledge and skills to enhance student learning among under-performing students.

Professional Experience is undertaken in a variety of settings, as recommended by NESA. Teacher education students complete their supervised Professional Experience 1 and Professional Experience 2 in at least two different schools which vary in terms of the year levels taught, subject areas taught, educational sector (DEC, independent, Catholic and other denominations), geographical location (inner city, outer suburbs, rural), and socio-economic context.

Supervising Teachers and Cooperating Teachers play a significant role in developing and refining the professional practice of the teacher education students by enculturating them into school life, providing direction and feedback on their performance and advising on a range of related conceptual and practical matters. Teacher education students have, during their attachment to the school, responsibilities to the Supervising Teacher or the Cooperating Teacher the school and to the School of Education. The success of the internship relies on the close cooperation between schools, Supervising Teachers, teacher education students and the School of Education. The School of Education greatly appreciates the valuable contribution schools make to accepting teacher education students as part of the final stage of their program.

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Experience</th>
<th>No. Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA / BEd, BCom / BEd, BDes (Hons) / BEd, BEc / BEd, BFA / BEd, BMedia Arts (Hons) / BEd, BMus / BEd, BSc / BEd</td>
<td>Professional Engagement (no supervised teaching; observation and classroom assistance only)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Professional Experience 1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Professional Experience 2 / Internship</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>TOTAL NO OF DAYS</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Experience</th>
<th>No. Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Teaching (Year 1)</td>
<td>Professional Experience 1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Professional Experience 2 / Internship</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>TOTAL NO OF DAYS</td>
<td>65</td>
</tr>
</tbody>
</table>
EDST 2002 PROFESSIONAL ENGAGEMENT

| Dates | This is a compulsory core course for all 2nd year BEd students and can be undertaken in either Trimester 2 or 3, or in summer semester. The course gives teacher education students the opportunity to observe student learning in NSW educational institutions, experience the diverse range of students and how they learn, and begin to develop practical knowledge and skills necessary for successful professional teaching. The course also provides the student with the opportunity to demonstrate that they have the necessary commitment and enthusiasm, and professional and personal attributes to be a teacher. |
| No. of Days | A university-based orientation, followed by a 15 day placement undertaken two days per week or in a 15 day block at the end of the semester or during summer semester. |
| Eligibility | For BA / BEd, BCom / BEd, BDe / BEd, BEc / BEd, BFA / BEd, BMedia Arts / BEd, BMus / BEd, BSc / BEd:  
  - Successful completion of 72 units of credit (1 year EFT) in approved discipline studies in the relevant discipline degree  
  - Successful completion of EDST 1101, 1104, 1108 and 2003,  
  - Successful completion of the national literacy and numeracy test, and  
  - A high level of oral communicaiton skills, equivalent to an IELTS score 8.0 in Speaking and Listening. For band descriptors, see [https://takeielts.britishcouncil.org/sites/default/files/IELTS_Speaking_band_descriptors.pdf](https://takeielts.britishcouncil.org/sites/default/files/IELTS_Speaking_band_descriptors.pdf) |
| Observation, Teaching and Other Duties | Teacher education students will observe lessons and provide learning support in one of the following contexts:  
  Secondary School - Working as a classroom assistant. The teacher education students will support a regular classroom teacher and observe how students learn, how literacy and numeracy skills develop, how effective teachers work with their students and how schools function as organisations. Students will gain an awareness of how primary students transition to secondary school and how secondary students progress towards completion of schooling.  
  Learning Support - Working in learning support where students with specific learning needs are given extra help. The teacher education students will assist specialist learning support teachers in literacy and/or numeracy support in a secondary school or literacy support of EAL/D students in an Intensive English Centre. |
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 PROFESSIONAL EXPERIENCE COORDINATOR
The School Professional Experience Coordinator (PE Coordinator) oversees all professional experience placements in the school. The Coordinator’s role is vital in encouraging teaching staff to host Teacher Education Students and to ensure all placements run smoothly. 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 the placement. S/he encourages teaching staff with sufficient teaching experience and highly developed mentoring skills to supervise UNSW Teacher Education Students.

Pre placement Responsibilities
• Confirm all placement offers and arrangements with the Professional Experience Office
• Arrange an induction program for all Teacher Education Students. This may include tours of the school, a formal welcome, arranging observations in various classes across the school, organizing special meetings and/or talks with key people in the school on a regular basis.
• Meet with all Supervising 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 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 Cooperating Teachers and Teacher Education Students to ensure all placements run smoothly
• Communicate immediately with the Professional Experience office when concerns arise related to the professionalism and/or competences of Teacher Education Students. (Please refer to ‘Procedures for Teacher Education Students Requiring Additional Support and/or Risk of Failure’ Appendix 2).
• Monitor leave of absence of Teacher Education Students and ensure forms have been completed post placement responsibilities
COOPERATING TEACHER (for Professional Engagement)

The cooperating teacher has the overall responsibility for the supervision of the Teacher Education Student while s/he is undertaking professional engagement in a school or other educational setting. The University appreciates that this is not a paid but a voluntary position. It is hoped that the volunteer co-operating teacher will take on 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 Cooperating 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 attendance sheet 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 professional engagement placement.

Cooperating Teachers are reminded that Teacher Education Students should not be left in sole charge of students in classrooms or during playground duty at any time during their professional engagement.

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

The School of Education expects that Teacher Education Students will demonstrate professionalism at all times. Specifically:

- Understand you are a guest in the school and act accordingly;
- Attend school for the full day every day of the Professional Engagement placement
- 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;
- Understand that the possession of and/or use of drugs/alcohol is illegal and will result in immediate termination of placement and that smoking is not permitted on school premises
- Complete all tasks and requirements by dates specified;
- Upload a copy of the Professional Engagement- Evidence of Professionalism form completed and signed by the Cooperating Teacher onto the Online Placement System and keep the original for your own records.

Attendance

The Teacher Education Student must attend school for the full day, every day of the Professional Engagement placement. The Professional Engagement- Evidence of Professionalism form (Appendix 1) signed by both the Teacher Education Students and Co-operating teacher must be submitted.

Pre-placement

Obtain Anaphylaxis certificate and Working with Children Clearance Certificate and attend the Anaphylaxis and Working with Children Check Clearance seminar.

During Placement

The Teacher Education Students is present as a teaching assistant and observer only. The Teacher Education Student is never to take responsibility for a class in the absence of a teacher.

How the Teacher Education Student is utilised in the classroom and in the wider school will be at the discretion of the Co-operating Teacher. Teacher Education Students are encouraged to be pro-active in volunteering to support the Co-operating Teacher in various activities where appropriate.

Post Placement

Ensure that the Professional Engagement- Evidence of Professionalism form has been fully completed and signed by Co-operating Teacher.

Upload a copy onto the Online Placement System within five days of the placement completion.
PROFESSIONAL EXPERIENCE OFFICE

The Professional Experience Office is responsible for organising and confirming all Professional Engagement placements. The Office communicates with a wide range of DEC, Independent and Catholic schools to seek placements.

The Professional Experience staff utilise the Online Placement System (OPS) to store and maintain accurate records. As part of the enrolment process in Professional Engagement, Teacher Education Students are required to log on to the Online Placement System and enter information such as subject methods, residential address, mode of transport and high school attended. This information is used by the Professional Experience Office to allocate Teacher Education Students to a suitable school for their Professional Engagement. Teacher Education Students are not allowed to complete their placement at a former school they have attended or at any school there may be a conflict of interest. Teacher Education Students MUST NOT contact schools directly to request a placement. Teacher Education Students are informed of their allocated school via the Online Placement System approximately two - three weeks prior to the commencement of the placement.

The Professional Experience office cannot guarantee the commencement of the Teacher Education Student’s placement at the beginning of the assigned period. In rare cases, the Teacher Education Student may be informed of their allocated school at short notice (a few days before or a few days after the commencement of the Professional Engagement period).

During placement responsibilities

• Handle all queries from Schools and Teacher Education Students
• Keep ongoing records of Teacher Education Students ‘at risk’

Post placement responsibilities

• Inform the Head of School of any Teacher Education Students who have failed or received a withheld result stating reasons
• Manage each placement through the Online Placement System
• Process course results for all Teacher Education Students
• Collate and review placement evaluations taking any recommendations to the Professional Experience Management Committee
Assessment

Professional Engagement – EDST 2002

Teacher Education Students are expected to demonstrate evidence of professionalism whilst on placement. For further details please see the current course outline for EDST2002 Professional Engagement.

It is expected that the Teacher Education Students will demonstrate evidence of professionalism through:

1. Participation in an online forum discussion regarding professional experiences arising during the placement as required;
2. Attendance during the placement (15 days in total), active participation in classes, demonstration of their developing understanding of the seven graduate standard descriptors included in the final report and other key attributes appropriate for this level, and the overall comments as assessed and provided in the Evidence of Professionalism report by the Cooperating Teacher (Appendix 1).

Demonstrated professionalism.

This is a hurdle requirement and is assessed by the Cooperating Teacher and checked by the Course Convenor prior to submitting results. The Teacher Education Student must act in a professional manner at all times during Professional Experience which includes maintaining satisfactory attendance, being punctual, dressing appropriately, proper preparation of lessons and resources, systematic and professional record keeping, cooperating with staff, working effectively in the school environment, and in general, demonstrating attitudes and actions that are appropriate and proper to the profession of teaching. The Teacher Education Student is required to provide evidence that he or she is contributing to teaching, participating in the life of the school and gaining an awareness of the broader school community. It is expected that the Teacher Education Students will demonstrate evidence of professionalism through discussion with the cooperating teacher about their developing understanding of the seven graduate standard descriptors included in the final report.
Concerns about Performance

If there is concern the Teacher Education Student will not meet the expected standards by the end of the placement, the Teacher Education Student is at risk of failure. There needs to be an open discussion with all concerned. The Professional Experience Office should be contacted quickly. Often, timely intervention can lead to improved performance. Please refer to the “Procedures for Teacher Education Students Requiring Additional Support and/or at Risk of Failure” (Appendix 2).

Unprofessionalism

In an extreme situation of demonstrated unprofessionalism, the university may withdraw the Teacher Education Students immediately from the school. This may happen if the Teacher Education Student demonstrates:

1. Inability to cooperate with staff and work effectively in the school environment
2. Attitudes and actions antithetical to the profession of teaching
3. Absence from Professional Engagement without adequate explanation or documentation

Schools can ask for Teacher Education Students to be withdrawn from the school based on unprofessional behaviour. Teacher Education Students who receive an Unsatisfactory grade due to unprofessionalism will need to "show cause" as to why they should be allowed to re-enrol. In the first instance, this is referred to the relevant Program Director, who may consult with the Head of School to determine further action.
Policies and Procedures

1. Attendance and Absences

Attendance for the full number of days of Professional Engagement is required. Teacher Education Students must be in attendance for the full school day, from the arrival time set for teaching staff to the concluding time specified. Teacher Education Students must also allow adequate time after school for debriefing. Teacher Education Students are expected to be present for, and to use, all periods for preparation, observation or consultation with Cooperating Teachers. The Professional Experience Attendance/Leave of Absence Sheet (Part 1 of Appendix 1) must be completed by the Teacher Education Student and signed by the Cooperating Teacher.

Teacher Education Students must attend 100% of allocated days to successfully complete Professional Engagement. Students are also required 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 whether or not these days occur consecutively or not. All leave must be documented, verified by the Cooperating Teacher and arrangements made to make up the required days. Until supplementary teaching experience is completed, the Teacher Education Student will be considered ‘Not Assessed’. Failure to provide medical certificates for absences and make up days missed may result in an ‘Unsatisfactory’ assessment for Professional Engagement.

In rare situations, a Teacher Education Student may be granted permission by the Head of School to undertake Professional Engagement at a different time to the published dates for reasons of ill health or death of close family members. Approval will be given on a case-to-case basis. Teacher Education Students need to be aware that if changes to Professional Engagement dates impact on other course requirements then the Teacher Education Students may need to complete their Professional Engagement in the following year.

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 Professional Engagement 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 familiarize 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 Professional Engagement and are reminded that this is a fulltime commitment, so should not commit to other part-time work during a placement. If a Teacher Education Student suffers chronic health problems, s/he should speak to the relevant Academic Convenor as soon as possible to ensure s/he will be able to fulfil the requirements of the placement.

All students of UNSW, who are participating in an approved pre-service professional experience, 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 Professional Experience placement or community placement activities. This insurance only covers those placements arranged through the student’s Faculty or School, 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 work experience employer may ask the 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. Jury Duty

Jury Duty service does not entitle Teacher Education Students to an exemption from Professional Engagement either in part or in whole. Teacher Education Students are advised that if they are called for Jury Duty, an appeal may be lodged with the Sheriff’s Office, together with a support letter from the School Manager, School of Education, UNSW. If an exemption is not granted, the Teacher Education Student will be required to fulfil their Professional Engagement commitments at a later date.

5. Industrial Disputes

If an industrial dispute occurs during the Professional Engagement, Teacher Education Students should contact the Professional Experience Coordinator immediately. If the Teacher Education Student decides to attend a stop work meeting, he/she should inform the Cooperating Teacher as a matter of courtesy. Where the Supervising Teacher is ‘on strike’, the Teacher Education Students cannot undertake practice teaching duties and should not go to the school. Please note that interruptions to professional experience due to industrial action of one day or part of a day that occurs in a school do not need to be made up.

6. Child Protection Legislation


Teacher Education Students should provide a copy of their clearance number to the School Coordinator and via the 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. This applies even if a Teacher Education Student has already enrolled in Professional Engagement.

Teacher Education Students must familiarise themselves with the Code of Conduct of the NSW Department of Education and to the document Responding to Allegations against Employees in the Area of Child Protection. These can be accessed at https://education.nsw.gov.au/policy-library. 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.

7. Anaphylaxis Training

NESA and the Department of Education (DOE) now require that all initial Teacher Education Students have training in managing anaphylaxis. The Secretary, 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 autoinjector 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. 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. NESA and Department of
Education and Communities require that students also present a copy of their certificate of completion to principals at the commencement of their professional experience placements. Students should also retain a copy of the certificate for future use within the two years of the certificate’s currency.

The NSW DOE advises that student teachers who do not successfully complete this training, as verified by the university and the principal of their placement school, will not be able to undertake professional experience activities 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.

8. Placement of Teacher Education Students

Professional Engagement/Experience is undertaken within a variety of settings, as stipulated by NESA. This includes experience in varying year levels, subject areas, educational sectors (DEC, independent, denominational), geographical location (inner city, outer suburbs, rural) and socio-economic profile of schools.

The School of Education liaises with a wide range of schools to negotiate placements. Teacher Education Students must not contact schools requesting placements themselves. Teacher Education Students are normally informed of their allocated school approximately two to three weeks before the commencement date. If a Teacher Education Student refuses an allocated placement, this may result in failure. Should a Teacher Education Student be unplaced, they will be kept informed of alternative arrangements. It may be necessary for some placements to occur at another time of the academic year that is different to the published schedule. Teacher Education Students who have concerns about their placement should contact the Professional Experience Coordinator directly.

Teacher Education Students will not be placed in schools where friends/relatives are teachers, students, school community members, where they are employed, or to where they themselves have been a student.

Teacher Education Students may need to travel up to 2 hours to their placement school as calculated using the Cityrail or Sydney Buses website. Students will be requested to list their mode of transport on the Online Placement System (OPS). The cut-off date to amend this mode of transport is 4 weeks before the commencement of the placement unless extenuating circumstances arise.

RURAL PLACEMENTS

The University of New South Wales offers the opportunity for students to experience rural school locations for their practicum where there is a higher demand for new teachers. To participate in this program, Teacher Education students should contact the Professional Experience office to request more information about these.

9. 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 seeking enrolment in a professional experience course (EDST 2002, 6760 and/or 6765) should ensure they read the Inherent Requirements for Initial Teacher Education Programs 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 (Disability Support Services). This will necessitate them to disclose in confidence (with supporting medical documentation) their condition, in order to be provided with the necessary provisions. Teacher Education Students enrolled in Professional Engagement/Experience 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 Disability Services 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 Professional Experience placement.

10. Teacher Education Students Needing Additional Support and/or At Risk of Failure

If there is concern the Teacher Education Students will not meet the expected standards by the end of the placement, the Teacher Education Students is at risk of failure. Once the nature of the problem has been identified (see Appendix 2), the following steps should be taken:

• The Cooperating Teacher informs the Teacher Education Student that s/he is in need of additional support and contacts the UNSW Professional Experience office
• In consultation with the UNSW Professional Experience Coordinator, document area(s) of concern and action needed for the remainder of the placement using an Action Plan (see Appendix 3)
• The Action Plan is submitted to the Professional Experience Office, and a copy made available to Professional Experience Coordinator and also the Teacher Education Student.

Often, timely intervention can lead to improved performance.
Appendix 1

Professional Engagement
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 professional engagement. Teacher Education Students are to be assessed for each Standard/requirement as either:

- ND - Not demonstrated; WT – Working towards; D – Demonstrated (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>Student ID:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>School:</td>
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Attendance Record

<table>
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<tr>
<th>No</th>
<th>Date</th>
<th>Activity Summary</th>
<th>Teacher’s Signature</th>
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Demonstration of the Relevant Standard Descriptors

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>ND</th>
<th>WT</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.5.1 Demonstrate (a knowledge of) a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.2.1 Demonstrate an understanding of the role of the APST in identifying professional learning needs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other Key Attributes

<table>
<thead>
<tr>
<th>Attributes</th>
<th>ND</th>
<th>WT</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate professionalism and commitment to teaching</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Meet school expectations regarding punctuality, attendance &amp; dress</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Participate actively in the classroom as a teaching assistant</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>
</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 Pre-service Teacher 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:

FINAL GRADE: Satisfactory Unsatisfactory

Cooperating teacher’s name ________________________________ Date

Signature________________________________________________ Date

Teacher Education Student’s signature ________________________ Date

Principal or nominee’s signature ____________________________ Date
Appendix 2

START

The TES misses days due to illness, family problem, personal matter or misadventure

YES

TES provides BOTH the PE Office and the School (including ST) with documentary evidence and NEGOTIATES make-up days with the school

NO

The SC and/or ST identify that the TES has a professional or pedagogic problem

YES

The professional or pedagogic problem is of a serious nature, e.g. serious or gross unprofessional conduct

NO

The SC contacts the PEC and/or PE Office and the TES is WITHDRAWN from the placement by the PEC

YES

The SC and/or CT assist the TES by discussing expectations, providing greater support and role modeling competencies. The TES demonstrates improvement.

NO

An ACTION PLAN is devised by the PEC in collaboration with the SC and CT. A copy of the plan is submitted to TES, CT and the PE Office / PEC. The TES demonstrates improvement.

NO

The TES completes ALL the required days for the placement and receives a SATISFACTORY report from the ST and the University liaison

YES

PASS

NO

Withdraw from the program

NOTE: In instances of ongoing unprofessional conduct or where serious pedagogical problems manifest, SC contacts the PEC and the TES is WITHDRAWN from the placement by the PEC

The PEC convenes a meeting with the TES, and other relevant parties. A fail grade is issued. A new ACTION PLAN is devised and the TES is given the opportunity to do ANOTHER PLACEMENT

NOTE: TES = Teacher Education Student; SC = School Coordinator; CT = Cooperating Teacher; PEC = Professional Experience Coordinator
## Appendix 3

### Action Plan

<table>
<thead>
<tr>
<th>Details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Student</td>
<td>Program</td>
</tr>
<tr>
<td>Method(s)</td>
<td>Please circle: PE/PE2/OTHER</td>
</tr>
<tr>
<td>University liaison</td>
<td>Academic Year and Semester</td>
</tr>
<tr>
<td><strong>Reason for this action plan:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Needing additional time in the classroom</td>
<td></td>
</tr>
<tr>
<td>☐ Needing changes in supervision at the school level</td>
<td></td>
</tr>
<tr>
<td>☐ Needing additional mentoring by university</td>
<td></td>
</tr>
<tr>
<td>☐ Other (please specify):</td>
<td></td>
</tr>
<tr>
<td><strong>University staff member responsible for development and monitoring of this action plan:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Action to be taken by the Teacher Education Student

*Dates for completion to be specified where appropriate*

### Action to be taken by the university

*Dates for completion to be specified where appropriate*

### Action to be taken by the school (if appropriate)

*Dates for completion to be specified where appropriate*
Signatures

<table>
<thead>
<tr>
<th>Teacher Education Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Teacher</td>
<td>Date</td>
</tr>
<tr>
<td>PE Coordinator/Nominee</td>
<td>Date</td>
</tr>
</tbody>
</table>

Comments on success of Action Plan

Outcome(s)

- [ ] Student given satisfactory assessment Date: Date:
- [ ] Student given a fail Date:
- [ ] Other (please specify) Date:

Guidelines for completing this Action Plan

In the first instance, please refer to the Procedures for Teacher Education Student requiring support chart in the Professional Engagement Handbook (Appendix 2)

This Action Plan is drawn up collaboratively by the Supervising Teacher and the University Liaison. In some cases, the Action Plan may be devised after an unsuccessful placement by the University Liaison and Professional Experience Coordinator.

The Head of School's permission may be sought in instances where additional time in either the same school or a different school is suggested to address the areas of concern. In such cases, this Action Plan is likely to be implemented over a longer period of time and possibly in 2 schools.

An adequate time frame should be given to allow the Teacher Education Student to show improvement. This should be detailed on the Action Plan.
Appendix 4

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...
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:

Appendix 5

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, inter-personal, 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 Disability Services 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 NESA Professional Teaching Standards and the Australian Institute for Teaching and School Leadership National Professional Standards for Teachers, as well as the UNSW policy on Students At Risk Prior To or During Student Placement (Appendix 4)

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 NESA, 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 themself and others.
- It is a NESA, 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 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 |
| 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 |
| 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 |

**Graduate Teaching Standard Descriptor**

**Practices that demonstrate the teacher education student’s engagement with the Standard during an early professional experience placement, may include:**

<table>
<thead>
<tr>
<th>Practice</th>
</tr>
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</table>
| Clearly articulates and explains the content of the lesson  
• Accurately answers content related questions from students |}

**Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:**

| Practice |}

<table>
<thead>
<tr>
<th>Know the content and how to teach it</th>
<th>The teacher education student…</th>
</tr>
</thead>
</table>
| 2.1.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | • Plans individual lessons clearly and logically  
• Demonstrates a developing ability to present content in a coherent, well-sequenced learning and teaching program  
• Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents  
• 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 |
| 2.2.1 | Organise content into an effective learning and teaching sequence. | • 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  
• 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 |
| 2.3.1 | 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 | • Seeks 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/or 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:**

3.1.1 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 | • 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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</tr>
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<tbody>
<tr>
<td>4</td>
<td>Create and maintain supporting and safe learning environments</td>
<td>The teacher education student...</td>
</tr>
</tbody>
</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 | • Contributes to an inclusive classroom where all students are acknowledged as individuals  
• Models an enthusiastic and positive attitude towards learning |
| 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 | • Employs classroom routines consistently to maximize student learning  
• Plans and delivers lessons that are timed and sequenced to meet the needs of the students  
• Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning goals/outcomes |
| 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 | • Applies student management techniques that are appropriate and consistent  
• Handles challenging behaviours quickly, fairly and respectfully, applying judgement based on the context |
| 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&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&S, duty of care, child protection |
| | | • Produces lesson plans that show implementation of school discipline and welfare policies, and positive welfare and classroom practices which reflect school policies | • Describes the management of student behaviour and safety in accordance with mandatory policies |

| 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 |
| | | • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching | • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty |
| | | • Produces samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT | |

| Graduate Teaching Standard Descriptor | Practices that demonstrate the teacher education student’s engagement with the Standard during an early professional experience placement, may include: | Practices that demonstrate achievement of the Standard by the final professional experience placement, may include: |
| 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 (eg 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) |

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>5.4.1</strong></td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
</tr>
<tr>
<td>•</td>
<td>Considers the types of evidence required to effectively evaluate student learning</td>
</tr>
<tr>
<td>•</td>
<td>Bases lesson reflections on the evidence gathered through assessment tasks</td>
</tr>
<tr>
<td>•</td>
<td>Explains how assessment data applies to planning and teaching practice</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>5.5.1</strong></td>
<td>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>
</tr>
<tr>
<td>•</td>
<td>Discusses student achievement with the supervising teacher</td>
</tr>
<tr>
<td>•</td>
<td>Is familiar with the school’s reporting procedures and policy</td>
</tr>
<tr>
<td>•</td>
<td>Demonstrates an effective approach to collecting, organizing and storing assessment data consistent with school policies and procedures</td>
</tr>
<tr>
<td>•</td>
<td>Employs a variety of methods to record evidence gathered through assessment activities</td>
</tr>
</tbody>
</table>

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td>Engage in professional learning</td>
</tr>
<tr>
<td>•</td>
<td>The teacher education student…</td>
</tr>
<tr>
<td><strong>6.1.1</strong></td>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs</td>
</tr>
<tr>
<td>•</td>
<td>Engages in self-reflection in aspects of Professional Knowledge, Practice and Engagement</td>
</tr>
<tr>
<td>•</td>
<td>Is familiar with the Australian Professional Standards for Teachers and how they frame teaching practice</td>
</tr>
<tr>
<td>•</td>
<td>Identifies specific learning goals in relation to the Standards</td>
</tr>
<tr>
<td>•</td>
<td>Develops a professional portfolio of evidence supporting claims against each of the Australian Professional Standards for Teachers at Graduate level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.2.1</strong></td>
<td>Understand the relevant and appropriate sources of professional learning for teachers</td>
</tr>
<tr>
<td>•</td>
<td>Seeks opportunity within the school for professional learning through discussions with staff</td>
</tr>
<tr>
<td>•</td>
<td>Attends professional meetings</td>
</tr>
<tr>
<td>•</td>
<td>Contributes to staff and curriculum meetings where appropriate</td>
</tr>
<tr>
<td>•</td>
<td>Participates in professional teams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.3.1</strong></td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices</td>
</tr>
<tr>
<td>•</td>
<td>Sets short term teaching goals in discussion with their supervising teacher</td>
</tr>
<tr>
<td>•</td>
<td>Receives constructive feedback in a positive and professional manner</td>
</tr>
<tr>
<td>•</td>
<td>Receives constructive feedback in a positive and professional manner</td>
</tr>
<tr>
<td>•</td>
<td>Sets realistic short and long-term goals with their supervising teacher</td>
</tr>
<tr>
<td>•</td>
<td>Realistically analyses their achievement towards teaching goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.4.1</strong></td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</td>
</tr>
<tr>
<td>•</td>
<td>Actively listens to discussions with school community members regarding benefits to ongoing professional learning and collegial sharing of knowledge and resources</td>
</tr>
<tr>
<td>•</td>
<td>Engages innovatively within the limits of their responsibilities and capabilities</td>
</tr>
<tr>
<td>•</td>
<td>Demonstrates a commitment to teaching and to continuous improvement of their practice</td>
</tr>
<tr>
<td>•</td>
<td>Recognises that teachers are agents of their own professional learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Teaching Standard Descriptor</th>
<th>Practices that demonstrate achievement of the Standard by the final professional experience placement, may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7</strong></td>
<td>Engage professionally with colleagues, parents/carers and the community</td>
</tr>
<tr>
<td>•</td>
<td>The teacher education student…</td>
</tr>
</tbody>
</table>
| 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 school stage | • 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 |
Appendix 7

6 PROFILES OF CLASSROOM PRACTICE SHOWING AN INCREASING REPETOIRE OF TEACHING EXPERTISE

Standard 03
Plan for and implement effective teaching and learning.
3.1, 3.2, 3.3, 3.4, 3.5

Standard 04
Create and maintain supportive and safe learning environments
4.1, 4.2, 4.3, 4.4, 4.5

Standard 05
Assess, provide feedback and report on student learning
5.1, 5.2, 5.3

The teacher designs the activities to engage the students, pursue inquiry and lead discussions. The teacher facilitates group work and promotes participation. The teacher manages the classroom and provides a safe and inclusive learning environment. The teacher encourages students to reflect on their learning and sets clear expectations. The teacher provides feedback and assesses students' progress and achievement.

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