

A FRAMEWORK FOR HIGH-QUALITY PROFESSIONAL EXPERIENCE IN NSW SCHOOLS

Contents

Professional experience framework statement	2
Document 1: Best practice professional experience guidelines for teachers, teacher educators and teacher education students	5
Document 2: Professional experience – Common roles and responsibilities	12
Document 3: Professional experience – Common report template	18
Document 4: Professional experience – Evidence guide for supervising teachers	24
Document 5: Professional experience – Data exchange guidelines	38

Additional resources

[Professional development modules for supervising teachers](#)

[The NSW Professional Experience Policy](#)

[Accreditation of Initial Teacher Education programs in Australia: Standards and Procedures](#)

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PROFESSIONAL EXPERIENCE FRAMEWORK STATEMENT

Introduction

Professional experience is a critical aspect of initial teacher education and provides a crucial opportunity for initial teacher education providers and schools to work together to share knowledge, expertise and passion for teaching in order to prepare the next generation of teachers.

Professional experience should expose teacher education students to a range of schools and make them aware of the challenges and realities of classrooms and the diversity that exists in our school student population.

This *Framework for High-Quality Professional Experience in NSW Schools* is in response to *Great Teaching, Inspired Learning* action 4.1, which states that:

A new framework will be developed that sets out the expectations for high-quality professional experience placements in NSW schools.

Throughout consultation on the government's *Great Teaching, Inspired Learning* reforms both initial teacher education (ITE) providers and schools/school systems expressed a desire for more formalised partnerships to support professional experience placements and allow for greater coordination regarding the number of placements available.

Purpose

The framework aims to ensure that graduate teachers have the knowledge, skills and commitment, as described in the *Australian Professional Standards for Teachers*, to meet the learning needs of all students in NSW schools.

The purpose of this framework is to:

- ensure that the provision of professional experience supports quality teacher education and teaching as described in *Great Teaching, Inspired Learning*
- foster consistent and coordinated structures, processes and protocols to guide the quality of professional experience from all perspectives
- provide an elaboration of *Australian Program Standard 5: School Partnerships* for the purpose of initial teacher education program accreditation in NSW
- support a consistent approach to professional experience arrangements between NSW schools, school systems and NSW initial teacher education providers
- support the alignment of the demand for professional experience places with the supply of professional experience places.

Principles and practices

Research has shown that high-quality professional experience is underpinned by the following principles and practices:

- a well-structured and well-resourced professional experience program is a vital component of initial teacher education
- fair and ethical practice is predicated on effective information and communication, clear expectations and sound professional judgement

- a high-quality professional experience program is dependent on the professional commitment and collaborative efforts of a range of staff in initial teacher education providers and in schools
- all parties have a focus on the development of future teachers and are committed to sustaining and building the quality of teachers' professional experience
- schools and school systems have a right to determine the basis upon which they provide and support professional experience placements in the interests of their schools and of the quality of the profession
- initial teacher education providers have a right to determine their enrolments and the structure of their initial teacher education programs.

[Document 1](#) describes how these principles and practices manifest into specific actions by those directly responsible for ensuring quality professional experience – the ITE providers, schools/school systems and teacher education students.

Professional experience participation guidelines

Providers and schools who choose to work within this framework will enter into agreements or arrangements that clearly articulate how schools, school systems and providers are going to meet the principles, practices and core commitments underpinning this framework.

A core function of a professional experience agreement or arrangement is to directly link the provision of professional experience places to foreseeable demand for teachers in different learning areas and stages of schooling. Professional experience agreements or arrangements will provide schools, employers and providers with greater confidence in and commitment to professional experience.

Professional experience agreements or arrangements should ensure that providers have reliable, timely and predictable access to professional experience places in schools and that schools get reliable, timely and accurate information relating to expected professional experience placement needs.

Core commitments

Professional experience agreements or arrangements will be actioned voluntarily between schools/school systems and providers. While the form of the agreement or arrangement will be determined by the school/school system and the ITE provider, it is expected that they clearly articulate the following five elements:

1. APPROPRIATE RESOURCING

School and provider staff should be supported to coordinate, mentor and supervise professional experience placements. This should include: teachers at, or working towards, the higher level accreditation where possible; the provision of professional learning to better equip staff; and payments to supervising teachers or schools in accordance with any relevant funding agreements or industrial awards.

2. EFFECTIVE COMMUNICATION

This should occur through: clear roles and responsibilities; regular contact and supervision; clear description of the student's knowledge and capabilities and the specific focus of the placement; and clear decision-making processes.

- [Document 2](#) outlines the core roles and responsibilities of key staff involved in professional experience.

3. RIGOROUS ASSESSMENT

This should occur through a focus on the Graduate Teacher Standards and a reliance on common documentation.

- [Document 3](#) provides a template for the professional experience report to be used for the final professional experience placement and [Document 4](#) provides an evidence guide to support consistency of professional judgements against the Graduate Teacher Standards.

4. THE TIMING AND NUMBER OF PLACEMENTS

Professional experience placements should be linked to school/employer priorities and teacher demand in particular subjects/teaching areas, geographic areas and specialist categories. Both schools/employers and providers should have confidence that placements will occur in accordance with agreed protocols. Schools should give priority placement to students in BOSTES-approved programs governed by professional experience agreements or arrangements.

5. DATA SHARING

Providers, schools and schooling systems will agree on protocols for the collection and exchange of data to allow for evidence-based analysis of current placement needs and to inform projections of future placement requirements. Agreements or arrangements should include professional experience placement projections (including any priority subjects and areas for placement) based on an annual rolling five-year cycle.

- [Document 5](#) outlines the types of information required to give greater certainty around the organisation of placements, and the protocols governing the collection of this information.

DOCUMENT 1

BEST PRACTICE PROFESSIONAL EXPERIENCE GUIDELINES FOR TEACHERS, TEACHER EDUCATORS AND TEACHER EDUCATION STUDENTS

This document describes the practices that facilitate high-quality professional experience. The elements of high-quality professional experience are: a focus on development, effective information and communication, a professional commitment, clear expectations, fair and ethical practice, and sound professional judgement.

The practices described below may be undertaken by a range of people who contribute to high-quality professional experience in schools – various staff within initial teacher education providers, various staff within schools or school systems, and the teacher education students themselves.

A high-quality professional experience should be evident when ...

Element	In practice this means ...		
	Initial teacher education providers	Schools and school systems	Teacher education students
Focus on development	<ul style="list-style-type: none"> • acknowledge and promote the mutual benefits of well-structured and administered professional experience to those involved • describe how professional experience is integrated within the initial teacher education program • allocate appropriately skilled provider staff to supervise and coordinate professional experience arrangements • provide staff with access to sufficient time and professional learning to adequately undertake their role 	<ul style="list-style-type: none"> • acknowledge and promote the mutual benefits of well-structured and administered professional experience to those involved • identify ways to incorporate professional experience arrangements into the school's professional learning plan • recognise that teacher education students are developing their teaching knowledge and skills and will benefit from mentoring and support 	<ul style="list-style-type: none"> • take responsibility for their own learning and development • focus on the Graduate Teacher Standards applicable to the placement as specified by the provider or derived from their own personal professional development goals • actively seek advice, guidance and additional support as needed • take advantage of every opportunity to engage in school activities, such as student sport, playground supervision, meetings and events as a means of appreciating the full life of the school and the local community

continue

Element	In practice this means ...		
	Initial teacher education providers	Schools and school systems	Teacher education students
Focus on development	<ul style="list-style-type: none"> provide teacher education students with a base level of required skills/knowledge prior to their initial placement (eg how schools/classrooms operate, professional standards, key legislation such as child protection and WHS) support/encourage schools' awareness of the Graduate Teacher Standards support schools and supervising teachers in developing mentoring skills and having access to professional learning develop mechanisms (eg digital portfolio) to track achievement across a program to support consistency and to enable teacher education students to demonstrate capacity across the full range of Graduate Teacher Standards 	<ul style="list-style-type: none"> provide a level of support and guidance that is appropriate to where the placement is situated within the program (ie early or final placement) provide school staff with access to professional learning to better prepare them for their role in mentoring and assessing provide access for school staff to undertake professional learning in mentoring and assessing encourage the teacher education student to develop professional autonomy identify ways the teacher education student can make a professional contribution to the school 	<ul style="list-style-type: none"> take advantage of opportunities to observe and assist school staff engaging with parents/community identify ways to make a professional contribution to the school identify their personal professional development goals for the next professional experience placement

Element	In practice this means ...		
	Initial teacher education providers	Schools and school systems	Teacher education students
Information and communication	<ul style="list-style-type: none"> incorporate in professional experience handbooks agreed common elements of professional experience documentation to assist schools and support consistency provide to schools the contact details of provider staff responsible for supporting and coordinating professional experience ensure that teacher education students are aware of the procedures for the allocation of placements, the requirement for placements to be locked-in ahead of time and that schools may decline direct approaches by teacher education students for a placement provide schools with an early indication of the anticipated number of teacher education students to be placed and the teaching areas/grades/stages sought confirm several weeks prior to the scheduled placement the names of the teacher education students to be placed, the teaching areas/grades/stages covered, and the details of a pre-placement visit/contact 	<ul style="list-style-type: none"> provide an up-to-date prospectus or information booklet on the school, its ethos/priorities, relevant organisational and procedural matters, and key policies supply providers with the contact details of key staff responsible and the agreed means of contact (eg email, telephone) supply providers with an early indication of the anticipated number of teacher education students that can be placed and the teaching areas/grades/stages available confirm several weeks prior to the scheduled placement the names of the supervising teachers, the teaching areas/grades/stages covered, and any special circumstances be acquainted with and refer to the professional experience documentation made available by providers complete the required teacher education student assessment documentation and report templates provide general feedback to the providers on the success or otherwise of the placement and any issues 	<ul style="list-style-type: none"> make initial contact with the school by telephone, email or in person after the placement has been confirmed as part the pre-placement preparation access available information on the school to be informed of the school's ethos, priorities, relevant organisational and procedural matters, and key policies initiate and maintain open communication with the supervising teacher adhere to school or school system policies particularly in the appropriate use of ICT and social media seek to understand the nature of the school as a workplace and how it functions

Element	In practice this means ...		
	Initial teacher education providers	Schools and school systems	Teacher education students
Professional commitment	<ul style="list-style-type: none"> • acknowledge and promote the crucial role that schools play in supporting professional experience and the professionalism of school staff in supervising teacher education students • seek to limit any other assessment tasks required of teacher education students while they are on a placement • ensure that any other assessments are directly relevant to the nature and expectations of the professional experience placement • provide appropriate and well-informed mechanisms for school level liaison and support 	<ul style="list-style-type: none"> • create a culture where professional experience placements are seen as an important and necessary aspect of the profession • promote to all staff the crucial importance of rigorous professional experience supervision • recognise outstanding teachers who are contributing to the development of future generations of outstanding teachers • make school staff aware of the broad nature of any assessments being undertaken by teacher education students • offer support and guidance on all matters relating to the professional experience 	<ul style="list-style-type: none"> • demonstrate a professional manner and attitude in all dealings with schools and school students • respect, value and uphold the ethos of the school • respect the various cultural and linguistic backgrounds of the school students • adjust their approach to accommodate the context, demands and ethos of the school • seek support and guidance from school staff regarding any assessments to be completed during the professional experience placement • be part of a professional education/learning community • engage positively in whole-school events and/or extracurricular activities

Element	In practice this means ...		
	Initial teacher education providers	Schools and school systems	Teacher education students
Clear expectations	<ul style="list-style-type: none"> confirm that provider staff and teacher education students are aware of the expectations of the placement confirm that professional experience documentation clearly explains the focus of the particular placement in terms of the Graduate Teacher Standards to be achieved and in relation to the focus of the previous professional experience advise teacher education students to engage in the full life of the school, such as student sport, playground supervision, meetings and events advise teacher education students to observe as much as possible teaching practices and school organisational procedures (for extended professional experience placements and internships) provide clear guidelines for the transition of students from being directly supervised to not having direct in-class supervision including a well-defined assessment process at the point of the transition provide documentation and professional learning to schools to support the rigorous assessment against the Graduate Teacher Standards and to build teacher professional judgement 	<ul style="list-style-type: none"> confirm that school staff are aware of the expectations and responsibilities involved in supervision (ie students should be assessed against the Graduate Teacher Standards and other criteria identified in the professional experience report template) confirm school staff are aware of their legal responsibilities including duty of care explain school/school sector specific policies, routines and expectations to the teacher education students confirm that supervising teachers, in consultation with the provider's professional experience office, clearly outline their expectations of the teacher education students provide teacher education students with timely information about teacher expectations 	<ul style="list-style-type: none"> commence their placement well prepared, with knowledge of what is expected of them and knowledge of the school and its context understand the school's role in assessing their practice and the role of the tertiary supervisor in moderating/ benchmarking that assessment develop and refine a portfolio of evidence demonstrating the Graduate Teacher Standards to share/discuss with each subsequent supervising teacher

Element	In practice this means ...		
	Initial teacher education providers	Schools and school systems	Teacher education students
Fair and ethical practice	<ul style="list-style-type: none"> • have clear written advice, policies and procedures, and codes of conduct • verify that provider staff (including tertiary supervisors) are aware of and apply relevant legislation, policies and procedures, and codes of conduct • confirm that the expectations, requirements and assessment protocols of the professional experience are clearly articulated in documentation • verify that grievance procedures are clearly articulated to ensure there is a fair and ethical professional experience for all teacher education students 	<ul style="list-style-type: none"> • verify school staff are aware of and apply relevant legislation, policies and procedures, and codes of conduct for providers and the school • confirm that there are arrangements for dealing with potential problems and 'at-risk' students including agreed avenues of communication with providers and teacher education students 	<ul style="list-style-type: none"> • understand the implications of relevant legislation, policies and procedures, and codes of conduct • comply with relevant legislation, policies and procedures, and codes of conduct • acknowledge they may be privy to personal and sensitive information when in a school, and have an obligation to ensure that privacy and confidentiality are maintained

Element	In practice this means ...		
	Initial teacher education providers	Schools and school systems	Teacher education students
Professional judgement	<ul style="list-style-type: none"> confirm that schools have access to all relevant information about professional experience assessment encourage and support schools in making rigorous but fair assessment of teacher education students against the Graduate Teacher Standards and any other provider-specific criteria are knowledgeable of and prepared to implement and support procedures for these students and to recommend withdrawal from the placement if required verify that school staff apply the Graduate Teacher Standards to make consistent and trustworthy decisions about teacher education student achievement provide supervising teachers with the Evidence Guide for Supervising Teachers 	<ul style="list-style-type: none"> are knowledgeable of and prepared to implement the provider's assessment procedures confirm there is a thorough assessment of teacher education students confirm that supervising teachers have access to the Evidence Guide for Supervising Teachers provide a reasonable level of support to students who are having difficulties are knowledgeable of and prepared to implement the provider's procedures (especially for 'at-risk' students) and to recommend withdrawal from the placement if required based on an unsatisfactory assessment (for extended professional experience placements and internships) assess teacher education students to confirm that they are able to transition from direct in-class supervision encourage professional dialogue on the teacher education student's strengths and weaknesses 	<ul style="list-style-type: none"> approach professional experience placements with knowledge or ability to link theory and practice are open to formative feedback are aware of additional support that is available, if applicable take responsibility for timely communication to the school and/or provider of any difficulties they are experiencing undertake a self-assessment to identify their strengths and weaknesses apply any professional feedback to ensure improvement in practice take steps to build relationships with mentor teachers and other school staff

DOCUMENT 2

PROFESSIONAL EXPERIENCE – COMMON ROLES AND RESPONSIBILITIES

INTRODUCTION

This description of common roles and responsibilities has been collaboratively developed by representatives of the Board of Studies, Teaching and Educational Standards (BOSTES), school systems, classroom teachers and teacher educators.

It uses terminology that is consistent with that included in *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* that were endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in April 2011.

The development of common roles and responsibilities was designed to minimise duplication of workload across initial teacher education providers (providers), establish greater commonality in the language being used in professional experience handbooks and assist in achieving greater consistency in the assessment of teacher education students by supervising teachers in NSW schools.

Providers and schools are able to add additional dimensions to the roles and responsibilities of staff involved in supporting the professional experience program.

Glossary

The following terms are used in this document:

Term	Covering related term(s)
Student	school student
Teacher Education Student	pre-service teacher, student teacher, practicum student
Professional Experience Coordination	school-based professional experience coordinator, in-school coordinator, practicum coordinator
Supervising Teacher	cooperating teacher, field-based teacher educator, associate teacher, mentor teacher, master teacher
Tertiary Supervisor	tertiary mentor, university advisor, professional experience supervisor
Professional Experience Office	tertiary professional experience coordinator, Director of Professional Experience

Provider-based roles and responsibilities

1. The teacher education student

Responsibilities of the teacher education student include:

- being familiar with and complying with all requirements of the professional experience program including documentation, contact with relevant staff and teaching load

- being fully prepared for the professional experience placement in terms of prior contact with the school or supervising teacher and developing an initial appreciation of the school context
- complying with school policies and procedures relating to staff and conforming to the school's professional expectations of staff
- presenting an ethical, responsible and professional attitude in all contact with school staff, students, parents and carers
- respecting the personal effort and constructive professional advice provided by the school, supervising teacher and tertiary supervisor
- fulfilling all other requirements of their teacher education program including any related in-school requirements of program units.

2. The tertiary supervisor

Responsibilities of the tertiary supervisor include:

- being the provider's representative for liaison with principals, professional experience coordinators, supervising teachers and teacher education students prior to, during and after the professional experience placement
- being an advocate for quality teaching practice that is based on current theory and research and a supporter of current and possible educational partnerships and collaborative activities between providers and schools
- providing quality educational and professional leadership in helping to foster good relationships between providers and school staff
- contributing to the teacher education student's professional learning during the professional experience placement by modelling quality teaching and learning practice including a knowledge of: the subject content to be taught and how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills
- collaborating with the supervising teacher(s) and other school-based staff to ensure that effective and coordinated support, guidance and developmental opportunities are provided to teacher education students
- undertaking the prescribed number of contacts with the school depending on the structure of the professional experience program. These contacts may include:
 - a liaison visit generally involving speaking to the teacher education student and the supervising teacher(s) about expectations and progress but usually not observing the teacher education student in the classroom; and/or
 - a mentoring visit aiming to more fully facilitate the learning of the teacher education student during the placement which may involve an observation of teaching and completion of an observation report; and/or
 - a group visit, when more than one teacher education student is placed in the school, where the tertiary supervisor may choose to work more frequently with teacher education students as a group (and possibly with the supervising teachers as a group) making the focus more facilitation of peer learning rather than individual classroom observation
- enhancing the professional learning of teacher education students through informal discussion and written feedback following classroom observations
- discussing the teacher education student's development and possible grading (if applicable) with the supervising teacher and school-based professional experience coordinator prior to the preparation of the final report by the supervising teacher.

3. Professional experience office

Responsibilities of the professional experience office include:

- being the first point of contact between schools and the provider concerning professional experience with all administrative, financial and professional matters
- facilitating and overseeing the placement of teacher education students in schools and other relevant settings, by liaising with principals/heads of school, teacher education students, professional experience coordinators, tertiary supervisors and other staff as required
- providing professional advice and guidance to all involved in professional experience on quality teaching practice, effective assessment of teaching practice and professional judgement
- ensuring that the provider's documentation relating to the professional experience program is up to date, consistent with relevant policies and is made available to those involved in supporting the program
- monitoring the correct application of procedures and ensuring due process in the event of concerns about the progress of teacher education students and advising principals/heads of school, professional experience coordinators and tertiary supervisors if the *Student in Need of Additional Support* procedures are required
- assisting the Dean/Head of Education to make decisions about the application of additional intervention and support for teacher education students on professional experience and the withdrawal of teacher education students from schools where conflict, unprofessionalism or significant concerns have occurred
- ensuring the correct completion, submission, processing and recording of relevant documentation for a professional experience placement
- collecting and collating data about placements to inform projections of future placement requirements.

4. The Dean/Head of Education

The Dean or Head of Education has executive responsibility for matters of educational quality and equity related to the professional experience placement, including:

- being an advocate for effective partnerships between the provider and schools and for fostering current and future collaborative educational partnerships and activities
- ensuring that there is appropriate support for the professional experience within initial teacher education programs and that relevant provider staff have sufficient experience and skills to fulfil their role
- being responsible for decisions relating to intervention action including withdrawal of teacher education students from schools, dealing with claims of grievance or harassment and in resolving other disputes
- exchanging data with schools/schooling systems and the BOSTES about placements to inform projections of future placement requirements.

School-based roles and responsibilities

1. The principal/head of the school

When teacher education students are allocated to a school they come under the administrative control of the principal/head of the school and under the direction of those members of school staff to whom the principal/head of school delegates particular responsibilities.

In collaboration with provider staff, the principal/head of school has executive responsibility for matters of educational quality and equity related to the professional experience placement, including:

- being an advocate for effective partnerships between the provider and the school and for fostering current and future collaborative educational partnerships and activities
- coordinating professional experience placements at their school or identifying a school-based professional experience coordinator who is an experienced member of staff and who may be at or working towards one of the higher levels of accreditation to take responsibility for coordinating placements at the school
- arranging appropriate support for the professional learning of each teacher education student during the professional experience placement and confirming that supervising teachers have sufficient teaching experience and interpersonal skills to fulfil their role
- providing quality educational and professional leadership in helping to foster good relationships between providers and school staff
- informing school staff that teacher education students are not to be given sole responsibility for supervising activities involving risk to students (eg playground duty) and that supervising teachers and other school staff continue to have duty of care responsibilities. For similar reasons, teacher education students should not be asked to relieve for teachers who are absent
- being responsible for decisions relating to claims of grievance or harassment, for the resolution of disputes and for decisions about the withdrawal of the teacher education students from the professional experience placement.

2. Professional experience coordination

School-based professional experience coordination may be undertaken by the principal/head of the school or delegated to one or more experienced members of staff including teachers working towards one of the higher levels of accreditation.

Responsibilities for professional experience coordination prior to, during and after a period of school experience include:

- providing a liaison point between provider staff, teacher education students and school staff to help ensure effective communication and information flow
- overseeing the supervision of all teacher education students allocated to the school
- being an advocate for the strong involvement of the school in facilitating and supporting professional experience programs, encouraging appropriate members of staff to participate as supervising teachers
- liaising with the professional experience office of the provider regarding access to appropriate classes/teaching areas/grades/stages and the linking of teacher education students to particular supervising teachers following discussions with the principal/head of school
- welcoming teacher education students into the school, informing them of key school policies and procedures, and providing them with opportunities for some extension of their experiences beyond the classes/grades to which they are allocated by being involved in the full scope of the school's programs and activities

- arranging, in consultation with the supervising teacher(s), a teaching timetable during the initial pre-placement visit, including: for secondary placements, appropriate selection of classes to be assigned to the teacher education student; determining a program of observation lessons as applicable; and ensuring that the teacher education student (under supervision) assists in playground and sports supervision and other school activities which form part of the responsibilities of teachers in the life of the school
- communicating in a timely manner with either or both the tertiary supervisor and the professional experience office if concerns emerge as to the competence and/or professional approach of the teacher education student and ensuring that the *Student in Need of Additional Support* procedures are followed
- alerting the professional experience office should a teacher education student be absent without explanation from the school, or where unusual circumstances or difficulties arise. All instances of absence should be noted on the attendance sheet, at the conclusion of the professional experience
- ensuring that the professional experience report is forwarded to the professional experience office at the conclusion of professional experience placement.

3. The supervising teacher

Responsibilities of the supervising teacher include:

- modelling quality teaching and learning practice, including a knowledge of: the subject content to be taught and how students learn; effective planning, programming and student assessment; and effective interpersonal and communication skills
- developing a comprehensive understanding of the provider's specific professional experience requirements from the professional experience handbook in order to guide the planning of the learning opportunities appropriate to the developmental level of the teacher education student(s)
- being aware of the relevant professional experience report and the Graduate Teacher Standards that are to be the focus of the particular professional experience placement
- liaising with the tertiary supervisor concerning the expected learning outcomes of the specific professional experience placement as well as effective ways of supporting and facilitating the teacher education student's professional learning and professional relationships within the school
- developing a comprehensive professional learning program appropriate to the level and duration of the placement informed by the guidelines in the professional experience handbook, including:
 - acquainting the teacher education student with the roles of teachers in schools and within the community
 - selecting a range of suitable teaching experiences and then guiding and supporting the teacher education student's teaching in all phases of their professional experience. For secondary placements this requires selection and allocation of suitable classes for the teacher education student
 - managing the pacing of the teacher education student's engagement in learning experiences, as described in the professional experience handbook, including building from primarily observation in the first few days to assuming increasing responsibility for groups and classes across longer time periods
 - verifying that the teacher education student has completed suitable preparation and documentation required for all lessons to be delivered, and that these are discussed and reviewed with the teacher education student before the lesson is presented
 - providing both informal advice and more structured written feedback on lessons taught by the teacher education student that provides formative and constructive advice to guide the teacher education student's ongoing professional learning

- contacting the tertiary supervisor and/or the professional experience office if the teacher education student is experiencing difficulties or is in need of additional support. Ideally this should occur as early as possible so that *Student in Need of Additional Support* procedures can be implemented
- consulting with the tertiary supervisor and the school-based professional experience coordinator concerning the teacher education student's progress, final report and grade if applicable
- understanding that the teacher education student does not assume duty of care of students and that, consequently, overall supervision responsibility is always exercised by the supervising teacher
- completing all necessary documentation from the provider including the professional experience report and mid-experience report (if required) in consultation with the supervising teacher and tertiary supervisor. The report is then to be discussed with the teacher education student who also is required to sign the document before it is forwarded to the professional experience office.

DOCUMENT 3

PROFESSIONAL EXPERIENCE – COMMON REPORT TEMPLATE

This professional experience report template has been collaboratively developed by representatives of the Board of Studies, Teaching and Educational Standards (BOSTES), school systems, classroom teachers and teacher educators. It uses the *Australian Professional Standards for Teachers* at the Graduate Teacher level.

The development of the report template was designed to create efficiency in the development of professional experience documentation across NSW institutions, establish greater commonality in the professional experience reports being used and assist in achieving greater consistency in the assessment of teacher education students by supervising teachers in NSW schools.

This report template is designed to apply to the final, or one of the final, professional experience placements within an initial teacher education program where it is reasonable to expect the full range of Graduate Teacher Standards to be evidenced and to be the basis of assessment of a teacher education student.

However, providers are not constrained in elaborating their own particular emphases, institutional graduate attributes or philosophical dimensions that they see as important and view to be a significant aspect of the assessment of teacher education students undertaking professional experience in schools. Providers can therefore add reference to these within the report template as required, as long as the assessment of teacher education students is, as a minimum, in terms of the Graduate Teacher Standards and particularly those standards relevant to the placement and the setting.

The assessment rubric of *Not Demonstrated*, *Demonstrated* or *Exceeds Expectations* is suggested, but institutions may delete *Exceeds Expectations* if this is not in accordance with their current policy and practice. Similarly, the final assessment of either *Satisfactory*, *Unsatisfactory* or *Pending* can be amended to comply with the provider's current policy and practice.

Providers can add information or advice for supervising teachers as a preamble to the report template if they wish and can also use this summative report template as the framework for report templates for earlier professional experience placements within a program.

PROFESSIONAL EXPERIENCE REPORT

Name		Dates	
ITE program		Total no. of days	
School		No. of placement	____ of ____
Curriculum/teaching area(s) (for Secondary)			
Year/stage/grade (for Early Childhood/Primary)			

To the supervising teacher: This professional experience report is to be completed at the end of the placement identified by this institution as providing an opportunity for the full range of relevant descriptors of the Australian Graduate Teacher Standards to be demonstrated.

The professional experience handbook contains advice on the purpose of this professional experience placement and where it fits with other placements in the teacher education student's program as well as information about the teaching demands of teacher education students. Supervising teachers should refer to the accompanying Evidence Guide for Supervising Teachers before completing this report. Teacher education students are to be assessed for each descriptor of the Graduate Teacher Standards as either: *ND - Not Demonstrated*; *D - Demonstrated*; *E - Exceeds Expectations*.

If descriptors are not able to be demonstrated please provide an explanation in the appropriate comment section.

The overall assessment of the placement is either: *Satisfactory*, *Unsatisfactory* or *Pending* (where some requirements have not been met).

PROFESSIONAL KNOWLEDGE			
STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN	<i>ND</i>	<i>D</i>	<i>E</i>
1.1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.1 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.1 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.1 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on the teacher education student's knowledge of students and how they learn. <div style="border: 1px solid black; height: 80px; width: 100%;"></div>			

PROFESSIONAL KNOWLEDGE

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	<i>ND</i>	<i>D</i>	<i>E</i>
2.1.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.1 Content selection and organisation Organise content into an effective learning and teaching sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.1 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.1 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.1 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6.1 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on the teacher education student's knowledge of content and how to teach it.			

PROFESSIONAL PRACTICE

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	<i>ND</i>	<i>D</i>	<i>E</i>
3.1.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.1 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.1 Use teaching strategies Include a range of teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.1 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.1 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6.1 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.1 Engage parents/carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on the teacher education student's planning and implementing of effective teaching and learning.			

PROFESSIONAL PRACTICE

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	<i>ND</i>	<i>D</i>	<i>E</i>
4.1.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.1 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.1 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.1 Maintain student safety Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.1 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on the teacher education student's creating and maintaining supportive and safe learning environments.			

PROFESSIONAL PRACTICE

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	<i>ND</i>	<i>D</i>	<i>E</i>
5.1.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.1 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.1 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4.1 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5.1 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on the teacher education student's assessing, providing feedback and reporting on student learning.			

PROFESSIONAL ENGAGEMENT			
STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	<i>ND</i>	<i>D</i>	<i>E</i>
6.1.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.1 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3.1 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4.1 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on the teacher education student's engagement on professional learning.			
PROFESSIONAL ENGAGEMENT			
STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	<i>ND</i>	<i>D</i>	<i>E</i>
7.1.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.1 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4.1 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on the teacher education student's engagement with colleagues, parents/carers and the community.			

Summary comment

Final assessment: Satisfactory Unsatisfactory Pending

Supervising teacher

Name _____ Signature _____ Date _____

Principal

Name _____ Signature _____ Date _____

Teacher education student

Name _____ Signature _____ Date _____

DOCUMENT 4

PROFESSIONAL EXPERIENCE - EVIDENCE GUIDE FOR SUPERVISING TEACHERS

Background

The *Australian Professional Standards for Teachers* is a public statement of what constitutes quality teaching. The standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools, which results in improved educational outcomes for students. The standards do this by providing a framework that describes the knowledge, practice and professional engagement required at stages in teachers' careers. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations and the public.

In NSW, accreditation is the structure through which teachers are recognised as meeting these standards. It ensures the integrity and accountability of the profession. It recognises the significance of teaching as a profession, and the position of trust and responsibility that teachers have within society.

There are two mandatory levels of accreditation: Provisional/Conditional and Proficient Teacher.

Teachers with a completed teaching qualification are eligible for provisional accreditation. Applicants still undertaking their teaching qualification are eligible for conditional accreditation. Completion of an approved teacher education program recognises that the teacher has met the standards at the Graduate Teacher career stage. The second stage of a teacher's career is recognised when they demonstrate their achievement of the standards at the Proficient Teacher career stage.

The purpose of this evidence guide

Supervising teachers in schools are pivotal in assessing and supporting teacher education students on professional experience. Initial teacher education providers place trust in them to fulfil these dual roles.

This evidence guide for the Graduate Teacher Standards is designed to help build the capacity of supervising teachers to make professional judgements by clarifying the meaning and significance of each Graduate Teacher Standard descriptor. It is a practical guide that develops from the conceptual to the operational with indicators of practice.

It should also support the rigour and consistency of assessment by providing supervising teachers with specific examples of what teacher practice at this level should look like.

It is designed to be inclusive of practice across the Kindergarten to Year 12 years of schooling.

The evidence guide differentiates between what a teacher education student should be able to demonstrate during an early professional experience practice and the final placement, at which time all of the relevant standard descriptors should be demonstrated.

The intention is that providers should include this evidence guide, or a variation of it, in their professional experience handbooks for access by supervising teachers and teacher education students.

When selecting evidence of achievement of the standards, supervising teachers should be aware that evidence should verify a teacher education student's achievement of each of the standard descriptors.

Most of the evidence will be drawn from observation of the teacher education student's teaching practice but evidence can also be derived from a range of sources, such as lesson planning documents.

Supervising teachers should also be aware that a single piece of evidence can be used to address multiple descriptors across the seven standards.

For example, a supervising teacher's lesson observation notes with a teacher education student's reflection attached may demonstrate how the teacher education student:

- has demonstrated knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds (Descriptor 1.3.1)
- has demonstrated knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (Descriptor 1.5.1)
- has implemented teaching strategies for using ICT to expand curriculum learning opportunities for students (Descriptor 2.6.1)
- has demonstrated a range of verbal and non-verbal communication strategies to support student engagement (Descriptor 3.5.1).

Likewise, a teaching and learning sequence or lesson planning documentation may demonstrate how the teacher education student:

- has used curriculum, assessment and reporting knowledge to design learning sequences and lesson plans (Descriptor 2.3.1)
- knows and understands literacy and numeracy teaching strategies and their application (Descriptor 2.5.1)
- implements teaching strategies for using ICT to expand curriculum learning opportunities for students (Descriptor 2.6.1)
- has sought and applied constructive feedback from colleagues (Descriptor 6.3.1).

Examples of evidence of achievement of the Graduate Teacher Standards

Observations and discussions

- supervising teacher's lesson observation notes with teacher education student's reflection
- post-observation meeting and discussion notes
- observations of a variety of teacher education student's practice/requirements
- observed classroom behaviours/expectations
- use of a range of strategies to manage classroom behaviour
- teacher education student's reflection on observed lessons
- observation of adapting lesson plan and teaching strategies to meet the individual needs of students
- observation that reveals knowledge and understanding of the content of the relevant teaching area

Curriculum planning documents

- annotated individual teacher education student's plans
- lesson plans and/or sequences of lessons
- resources, tasks and activities developed and used

- homework tasks set
- use of models of learning to develop teaching and learning programs and activities
- evidence of differentiated learning within lesson plans

Assessment and student learning

- evidence of feedback meetings/interviews with students regarding directed learning goals
- teacher education student's records of student data
- annotated notes or samples of assessment tools/tests/strategies/conversations
- documentation of student(s) learning
- student-directed learning goals
- mapping of student learning

Feedback received and given

- notes on outcomes from feedback meetings/interviews with students regarding directed learning goals
- annotated record of feedback given to students
- teacher record-keeping system
- meeting logs
- formal and informal communication with parent/carers
- student reflections and feedback

Teacher education student's reflections

- analysis and evaluation of teaching and learning plans and/or unit/lesson plans
- analysis of effectiveness of assessment tools/strategies
- audit of the physical classroom environment/classroom layout modification
- evidence of professional reading and reflection
- reflection on student learning and needs
- videoing of own practice

Collaboration and professional learning

- team teaching evidence
- sharing of resources
- collaborative planning and preparation
- participation in assessment moderation activities
- review of and reflection on professional learning undertaken
- action research project
- membership of professional association
- presentations prepared and delivered
- evidence of involvement in extracurricular activities
- evidence of work with external professionals and community representatives

GRADUATE TEACHER STANDARDS EVIDENCE GUIDE TO SUPPORT PROFESSIONAL EXPERIENCE

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
1	Know students and how they learn	The teacher education student ...	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<ul style="list-style-type: none"> • 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 and needs • Responds to differences in students' learning styles and needs through approaches to lesson planning and teaching 	<ul style="list-style-type: none"> • 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 and needs 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.	<ul style="list-style-type: none"> • Identifies current research into how students learn and the implications for teaching 	<ul style="list-style-type: none"> • Applies knowledge of current research to inform 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.	<ul style="list-style-type: none"> • Shows an awareness of the need to differentiate 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 	<ul style="list-style-type: none"> • Uses effective questioning or other techniques to engage students from diverse backgrounds • 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

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
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.	<ul style="list-style-type: none"> Acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds 	<ul style="list-style-type: none"> Selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance Integrates culturally sensitive resources, language and strategies in teaching practice
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.	<ul style="list-style-type: none"> Is aware of the need to differentiate teaching to meet the different learning needs of all students Develops lessons that meet the different needs of all students 	<ul style="list-style-type: none"> 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 Develops teaching activities resulting from collaborative planning or consultation with specialist student support staff
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<ul style="list-style-type: none"> Is aware of and discusses disability legislative requirements Discusses how the learning needs of students with different disabilities could be met Seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities Complies with disability legislative requirements Encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities 	<ul style="list-style-type: none"> 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 with equitable access to learning opportunities

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
2	Know the content and how to teach it	The teacher education student ...	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	<ul style="list-style-type: none"> Clearly articulates and accurately explains the content of the lesson Accurately answers content-related questions from students Explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context 	<ul style="list-style-type: none"> Prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives Demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents
2.2.1	Organise content into an effective learning and teaching sequence.	<ul style="list-style-type: none"> Plans individual lessons clearly and logically Demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program 	<ul style="list-style-type: none"> Develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content Selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	<ul style="list-style-type: none"> 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 learning sequences and lesson plans accordingly 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions 	<ul style="list-style-type: none"> Chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	<ul style="list-style-type: none"> • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement • Uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement 	<ul style="list-style-type: none"> • Develops lesson plans, observation notes and discussion about lesson content and structure that 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 EAL/D teachers, to meet students' literacy and/or numeracy needs
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	<ul style="list-style-type: none"> • Develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful • Can incorporate ICT resources into lessons to enhance students' learning 	<ul style="list-style-type: none"> • 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 (eg project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software)
3	Plan for and implement effective teaching and learning	The teacher education student ...	
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<ul style="list-style-type: none"> • Identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs • Reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students 	<ul style="list-style-type: none"> • Prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities • Differentiates curriculum in lesson plans • Knows when students have or have not attained a learning goal

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<ul style="list-style-type: none"> Writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher Reflects with their supervising teacher on lesson planning and student learning Begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans Takes into account the supervising teacher's feedback in relation to content and student management to plan future student learning 	<ul style="list-style-type: none"> Implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher Utilises the host school's scope and sequences and content overviews to plan appropriate lessons Reflects with their 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 the supervising teacher's feedback in relation to content and student management to plan future learning
3.3.1	Include a range of teaching strategies.	<ul style="list-style-type: none"> Plans and incorporates a range of teaching strategies Includes a basic range of teaching strategies 	<ul style="list-style-type: none"> 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 Includes an extended range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<ul style="list-style-type: none"> Shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning 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 	<ul style="list-style-type: none"> Uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice Uses a variety of technologies to engage students Uses resources appropriate to student developmental levels and manages resources professionally Accesses and uses curriculum support materials effectively

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian 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 	<ul style="list-style-type: none"> • Uses effective oral and written communication skills, including the promotion of standard Australian 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.	<ul style="list-style-type: none"> • Shows understanding and achievement of outcomes as demonstrated through appropriately linked assessment or data (eg observational data) • Develops a range of strategies to cater for the diverse range of learners within the class • Accesses assessment criteria in consultation with the supervising teacher • Reflects on lessons to inform future planning and to improve pedagogy • Describes broad strategies that can be used to evaluate teaching to improve student learning 	<ul style="list-style-type: none"> • 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 • Informs students by accessing and deconstructing explicit quality criteria for assessment • Reflects on lesson to inform future planning and improve pedagogy • Demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	<ul style="list-style-type: none"> Communicates effectively with parents/carers in the classroom Consults with the supervising teacher in order to understand school-home connections (eg 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/carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers Describes strategies for involving parents/carers in the educative process 	<ul style="list-style-type: none"> Encourages parents/carers to visit the classroom and school Interacts professionally and respectfully with parents/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/carers to be involved in school or classroom activities Acts professionally, and with the appropriate confidentiality, when communicating with parents/carers Describes strategies for involving parents/carers in the educative process
4	Create and maintain supportive and safe learning environments	The teacher education student ...	
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	<ul style="list-style-type: none"> Discusses strategies with the classroom teacher Communicates value and respect for students as individuals and learners Trials and reflects upon the success of strategies to support student engagement 	<ul style="list-style-type: none"> Contributes to an inclusive classroom where all students are acknowledged as individuals Models an enthusiastic and positive attitude towards teaching and learning Demonstrates effective strategies for engaging students
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	<ul style="list-style-type: none"> 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 Trials and reflects upon the implementation of classroom management strategies 	<ul style="list-style-type: none"> Employs classroom routines consistently to maximise 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

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Plans engaging learning activities that motivate and engage students • Demonstrates an understanding of situations that trigger challenging behaviour • Applies student management techniques that are fair, appropriate and consistent • Handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context • Demonstrates a range of strategies to refocus students
4.4.1	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	<ul style="list-style-type: none"> • Discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Trials and reflects upon practices for student well-being after discussion with the supervising teacher 	<ul style="list-style-type: none"> • Discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection • Demonstrates 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.	<ul style="list-style-type: none"> • Discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (eg awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law) 	<ul style="list-style-type: none"> • Designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning • Produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law • Responds appropriately when there is evidence of unethical student use of ICT

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
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.	<ul style="list-style-type: none"> • Trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher • Records and uses assessment information informally (eg observations of student learning and/or work samples) to monitor student learning 	<ul style="list-style-type: none"> • Designs and delivers a wide variety of formative and summative assessment activities to formally 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.	<ul style="list-style-type: none"> • Gives constructive and purposeful feedback to students about their learning progress • Provides appropriate encouragement to students 	<ul style="list-style-type: none"> • Builds appropriate reinforcement and feedback into lesson plans • Gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting)
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<ul style="list-style-type: none"> • Collaborates in producing assessment plans, tasks, marking criteria and marking rubrics • Develops from their supervising teacher an understanding about school or system assessment and moderation policies 	<ul style="list-style-type: none"> • Understands the process of moderation and the principle of ensuring consistent teacher judgement • Produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities • Collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<ul style="list-style-type: none"> • Considers the types of evidence required to effectively evaluate student learning • Reflects upon ways of modifying teaching practice as a result of assessment data after consultation with the supervising teacher 	<ul style="list-style-type: none"> • Bases lesson reflections on the evidence gathered through assessment tasks • Explains how assessment data has been applied to their planning and teaching practice
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	<ul style="list-style-type: none"> • Discusses student achievement with the supervising teacher • Is familiar with the school's reporting procedures and policies 	<ul style="list-style-type: none"> • Demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures • Employs a variety of methods to record evidence gathered through assessment activities

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
6	Engage in professional learning	The teacher education student ...	
6.1.1	Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	<ul style="list-style-type: none"> • Is familiar with the <i>Australian Professional Standards for Teachers</i> and how they frame teaching practice • Engages in self-reflection about aspects of professional knowledge, practice and engagement • Identifies personal learning goals in relation to the standards 	<ul style="list-style-type: none"> • Develops a professional portfolio of evidence supporting claims against each of the <i>Australian Professional Standards for Teachers</i> at Graduate level • Identifies personal learning goals in relation to the standards
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	<ul style="list-style-type: none"> • Seeks opportunity within the school for professional learning through discussions with staff • Attends professional meetings 	<ul style="list-style-type: none"> • Contributes to staff and curriculum meetings where appropriate • Participates in professional teams
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<ul style="list-style-type: none"> • Sets short-term teaching goals in discussion with their supervising teacher • Receives constructive feedback in a positive and professional manner • Acts promptly in applying feedback to improve teaching practices 	<ul style="list-style-type: none"> • Receives constructive feedback in a positive and professional manner, and acts upon it promptly • Sets realistic short- and long-term goals with their supervising teacher • Realistically analyses the extent to which they have achieved their learning goals
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	<ul style="list-style-type: none"> • Participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance 	<ul style="list-style-type: none"> • Engages innovatively within the limits of their responsibilities and capabilities • Demonstrates a commitment to teaching and to continuous improvement of their practice • Recognises that teachers are agents of their own professional learning • Reflects on own teaching and seeks advice on ways to develop professionally and improve performance

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early professional experience placement may include any of:	Practices that demonstrate achievement of the standard by the final professional experience placement may include any of:
7	Engage professionally with colleagues, parents/carers and the community	The teacher education student ...	
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul style="list-style-type: none"> Behaves ethically and respects the confidentiality of student and school information Communicates effectively and interacts professionally with colleagues Reflects on personal and professional ethical practice 	<ul style="list-style-type: none"> Demonstrates knowledge of the relevant codes of ethics that underpin their educational context Reflects critically on personal and professional practice Communicates effectively and interacts professionally with colleagues
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<ul style="list-style-type: none"> Seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies Describes relevant legislative, administrative and organisational policies and processes 	<ul style="list-style-type: none"> Complies with relevant legislative, administrative, organisational and professional requirements such as child protection, duty of care, etc Demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<ul style="list-style-type: none"> Employs appropriate and respectful professional communication with school staff, visitors, parents and carers Describes strategies for working effectively with parents/carers 	<ul style="list-style-type: none"> 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 parents/carers Describes strategies for working effectively with parents/carers
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul style="list-style-type: none"> Shows willingness to participate with school staff in a range of activities Describes how external professionals and community representatives can help to enhance teachers' knowledge and practice 	<ul style="list-style-type: none"> 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

DOCUMENT 5

PROFESSIONAL EXPERIENCE - DATA EXCHANGE GUIDELINES

High-quality professional experience programs need to be well-resourced, systematic, well-coordinated and cognisant of general sector/school priorities and teacher demand in particular subjects/teaching areas, geographic areas and specialist categories.

Initial teacher education providers, schools and schooling systems acknowledge a commitment to the development of teacher education students' knowledge and skills, through the provision of high-quality mentoring and support, and to staff professional learning to better support professional experience supervision.

These guidelines are elaborations of and a complement to Program Standard 5 of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures - April 2011*.

Data-sharing protocols as described in related memoranda of understanding, agreements or arrangements should include:

1. an undertaking by the provider to supply specific details of placements to the school or schooling system and to the BOSTES annually. These details will include:
 - a. the total annual number of placements
 - b. a list of the schools where teacher education students have been placed and details of the number of placements in each school
 - c. a description of the type, stage and duration of each placement detailing the teaching area and stage of progress through the course for each teacher education student
2. an undertaking by the school or schooling system to forecast planning for placements on a rolling annual five-year basis with the details of placements being confirmed in advance on an agreed calendar
3. an undertaking by schools or schooling systems to base the forecasted placements in the context of school and sector priorities and teacher demand in particular subjects/teaching areas, geographic areas and specialist categories
4. an undertaking by schools or schooling systems to give priority to teacher education students in BOSTES-approved programs governed by professional experience agreements or arrangements.