

2026

Professional Experience

Participant Handbook

Bachelor of Education / Master of Teaching

Professional Practice Experience: Semester 1

Initial Teaching Experience B: Semester 2



*Called to teach.
Equipped to serve.*

Ephesians 2:10

Introduction

Dear Preservice Teacher, School Coordinator and Mentor Teacher,

This handbook is designed to provide you with all the information to enable a preservice teacher to complete a successful teaching Professional Experience, and for the school coordinator and mentor teacher to support this process. Please ensure you have the current year's handbook. It includes:

- The roles and responsibilities of all participants in this Professional Experience.
- Descriptions of each Professional Experience.
- The dates of Professional Experience for the current year.
- A step-by-step guide to the process of a Professional Experience placement.
- Expectations regarding lesson plans.
- How the preservice teacher will be evaluated.

I encourage you to be familiar with each section of this handbook and also pay attention to the legal responsibilities related to preservice teachers participating in school activities.

Tabor uses Sonia Online to manage placements, including the submission of forms and validation of certificates. The Professional Experience Office will email links to open the electronic forms. Exemplars are located on our website at learn.tabor.edu.au > [Student Resources](#) > [Professional Experience \(EDU\)](#).

All preservice teachers are required to have a **current 'Tertiary Student' Department of Human Services Working with Children Check (WWCC)** and a **RRHAN-EC Fundamentals course / Masterclass course Certificate** prior to their first Professional Experience and for all following Professional Experiences. A valid 'Volunteer' WWCC will need to be upgraded. Preservice teachers should be prepared to produce evidence of their WWCC and RRHAN-EC to their host school upon request, accessible in Sonia.

Since the Professional Experience is a required component of Pedagogy units, the preservice teacher is expected to comply with the requirements of Tabor in this regard. Please note the following:

- If a preservice teacher requires leave of absence for any time during a Professional Experience they *must* make written application to the Professional Experience Office. If permission is given, a change in Professional Experience attendance will then be considered with due consideration to the school, mentor teacher and Professional Experience requirements being taken into account.
- All Professional Experience placements are at the discretion of the host school. School staff have the capacity to terminate any placement with or without notice. If the host school believes that their students are being disadvantaged by a preservice teacher's participation they will always consider their students first.
- Tabor also reserves the right to withdraw preservice teachers from Professional Experience placements. There are a variety of reasons why this might occur, e.g. unprofessional conduct, unprofessional communication, lack of appropriate engagement, preservice teacher welfare. Tabor will always seek, wherever possible, to advise preservice teachers of areas for growth and to allow for changes in behaviours, attitudes and/or practice. However, circumstances may mean that this is not appropriate or possible.

The success of a preservice teacher in their Professional Experience placement is reliant upon all participants knowing what is required to be successful. Please ensure you are familiar with the contents of this handbook.

I wish you a fruitful and successful experience.

Regards,

Mr Brent Willsmore

Director of Partnerships and Professional Experience

Contents

1 GENERAL INFORMATION	3
1.1 <i>Contacts</i>	3
1.2 <i>Roles and Responsibilities of Participants</i>	4
1.2.1 The Preservice Teacher	4
1.2.1.2 Observation Tasks	5
1.2.1.3 Professional Experience Evidence Portfolio	5
1.2.2 The Mentor Teacher.....	6
1.2.3 The School Coordinator (Principal or other designated person).....	7
1.2.4 The Tabor Liaison	7
1.2.4.1 Initial Teaching Experience B	8
1.2.4.2 Professional Practice Experience	9
2 THE PROFESSIONAL EXPERIENCE	10
2.1 <i>The Structure of the In-school Experience</i>	10
2.1.1 <i>Professional Experience Calendar – INITIAL TEACHING EXPERIENCE A & B, PROFESSIONAL PRACTICE EXPERIENCE – 2026</i>	11
2.2.1 <i>INITIAL TEACHING EXPERIENCE B Professional Experience</i>	12
2.2.2 <i>PROFESSIONAL PRACTICE EXPERIENCE Professional Experience</i>	13
2.3 <i>Step-by-step Guide to Professional Experience Responsibilities</i>	14
2.3.1 Prior to the Teaching Block	14
2.3.2 The Teaching Block.....	14
2.3.3 Rural and Remote Placements	15
3 ASSESSMENT AND REPORTING	16
3.1 <i>Evaluation of Teaching Competence</i>	16
3.1.1 First Round-Table Meeting.....	16
3.1.2 Second Round-Table Meeting	16
3.2 <i>Assessment Considerations</i>	17
3.3 <i>Lesson Plans</i>	17
3.4 <i>Student at Risk Procedure</i>	17
3.4.1 Flowchart Procedure for Students to Progress on Professional Experience	18
3.5 <i>Professional Experience forms</i>	19
3.5.1 First Round-Table Feedback and Reflection – FORM RT1	19
3.5.2 Second Round-Table Feedback and Reflection – FORM RT2	19
3.5.3 Mentor Teacher Assessment Recommendation form	19
4 CLAIMS	20
4.1 <i>Payment of Mentor Teachers and School Coordinators</i>	20
4.1.1 Department for Education Schools	20
4.1.2 Non-Department Schools.....	20
5 LEGAL RESPONSIBILITIES	21
5.1 <i>Legal Responsibilities during In-school Activities</i>	21
5.1.1 Duty of Care.....	21
5.1.2 Children and Young People (Safety) Act (2017)	21
6 APPENDIX	22
6.1 <i>Lesson Plan Format</i>	22
6.2 <i>Australian Professional Standards for Teachers, Graduate Career Stage</i>	23

1 GENERAL INFORMATION

1.1 Contacts

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Examples of the Professional Experience Forms can be viewed on the Tabor Online website.

Access Tabor Online via learn.tabor.edu.au > [Student Resources](#) > [Professional Experience \(EDU\)](#)

All forms will be submitted electronically through Sonia Online. The Professional Experience Office will email the mentor teacher the following links: **First Round-Table** form (FORM RT1), **Second Round-Table** form (FORM RT2) and the **Mentor Teacher Assessment Recommendation** form.

1.2 Roles and Responsibilities of Participants

1.2.1 The Preservice Teacher

Any placement requests **must always** be directed to the Tabor Professional Experience Office. Preservice teachers must **NOT** directly contact school personnel with placement requests. It is Tabor's policy that preservice teachers not be placed in schools where close relatives attend or work, **or** they have attended in the last five years. If a preservice teacher seeks to pursue an employment-based pathway and complete a placement where they currently work or volunteer or have done so in the previous five years, please get in touch with the Professional Experience Office so we can negotiate a diversity of placement experiences for professional growth. All placements are at the discretion of the Professional Experience Office.

It is expected that the preservice teacher has read and fully understands the requirements for each Professional Experience before they begin their placement. If the preservice teacher experiences any obstacles in meeting the requirements, they are to speak to their mentor teacher, school coordinator or Tabor liaison for support.

The preservice teacher has completed a declaration prior to their placement that they are physically, emotionally, and mentally competent to commence and complete this Professional Experience placement.

The preservice teacher has a responsibility to:

- **Be responsible and considerate.**
 - Make every effort to meet all personal responsibilities and to minimise disruptive impacts on the work of others.
 - Check and follow procedures for such things as paying for refreshments, phone calls and photocopying, borrowing and returning books, teaching aids, resources and IT access.
 - Establish the desired arrival time at school and adhere to it. Similarly, any time commitments within the school should be met conscientiously.
- **Dress appropriately.**
 - Respect and adhere to the dress codes of the particular schools they are visiting.
- **Display Professional behaviour at all times.**
 - Follow the professional behaviour of other teachers, especially in relation to school students.
 - Adhere to the host school's code of conduct for staff.
 - Respect the ethos and values of the school.
- **Attend all designated in-school days and activities deemed appropriate/necessary.**

If unable to attend on any occasion, the preservice teacher should:

 - Notify the school coordinator and mentor teacher before 8:00am on the day.
 - Notify Tabor Professional Experience Office as early as possible on that day.
 - Notify the Tabor liaison if the absence coincides with an observation or Round-Table meeting.
 - Obtain a medical certificate if absence is for more than two days. Keep all participants informed.

If your absence is to be for more than one day, ensure that you advise your school and Tabor Professional Experience Office. You will be required to make up all absent days as soon as possible at the conclusion of the Professional Experience in negotiation with Tabor, your mentor teacher and your school coordinator. This must **not** be on a day when you have any lectures at Tabor.

 - In case of any physical threat or if the school has a lock-down, inform the Professional Experience Office as soon as it is safe to do so.
- **Liaise between the mentor teacher and the Tabor liaison** to organise and arrange Tabor liaison observation visits and Round-Table meetings.
- **Negotiate ANY change to the Professional Experience** with the Professional Experience Office *in writing*.

PLEASE NOTE: Non-compliance with the above roles and responsibilities may result in the preservice teacher being withdrawn from this Professional Experience.

Suggestion to preservice teacher:

1. Highlight your roles and your mentor teacher's roles in different colours throughout the relevant handbook.
2. Tick the boxes provided when you, or others, have completed the tasks.
3. Check your Professional Experience timetable for the date sequence of steps specific to your particular Professional Experience.

1.2.1.1 Lesson Plans

It is important for preservice teachers to learn and develop the skill of lesson plan preparation. **It is expected that all preservice teachers will use the Tabor Format* to plan lessons in advance.**

It can be tempting for the mentor teacher to demonstrate leniency towards preservice teachers in providing lesson plans. However, Tabor would encourage every mentor teacher to guide their preservice teacher through this process and to expect well-written lesson plans for **the majority of lessons** taught by the preservice teacher.

** Please note: copies of the Lesson Plan Format (refer Section 6: Appendix at the end of this handbook) are available on the Tabor Online website.*

1.2.1.2 Observation Tasks

Preservice teachers are encouraged to participate in some of the following observations to increase depth of understanding:

- Write a thorough description of the classroom. Describe it in every detail. Record what you **see** (e.g. the classroom environment, the layout of the classroom, the teacher teaching), what you **hear** (e.g. how the students talk to the teacher and each other, how the students work, how the teacher works with the students) and what you **feel** (e.g. what feelings do this classroom, this teacher and these students generate within you?)
- Detail a day in the life of the teacher. How many different roles do they have during the day? Watch your teacher for the whole day and build up an accurate picture of how they spend their time.
- Watch a pair/group of students. Record what they do and say. Record how they interact with each other. What relationship do they have with each other? By only observing them, give as much detail and information as you can. This exercise will take you at least an hour.
- Record all the different ways/strategies that the teacher uses to teach. How do they teach? What are they teaching? When do they teach – are they teaching all the time?
- How does the teacher 'manage' the students?
Record strategies used for:
 - Gaining students' attention
 - Organising students
 - Keeping students safe
 - Connecting with each student
 - Making sure students understand what is being taught
 - Encouraging students to stay on task
 - Ensuring that students complete their work
 - Teaching explicit curriculum content to a variety of students

1.2.1.3 Professional Experience Evidence Portfolio

Preservice teachers are required to maintain a Professional Experience Evidence Portfolio, which makes connections to the Australian Professional Standards for Teachers. This portfolio will provide evidence of the preservice teacher's growth and development as a teacher. The Unit Description details all of the requirements for the Portfolio.

How should preservice teachers prepare a portfolio?

Portfolios should be:

- Prepared as a cumulative portfolio throughout their degree.
- Well organised.
- Contain appropriate evidence regarding the Australian Professional Standards for Teachers.
- Professionally presented: rich in content and ensuring that all components are included.

1.2.2 The Mentor Teacher

Mentor teachers are practising teachers who are considered able to model competent teaching practice and management skills and to demonstrate commitment to the collaborative learning process. Mentor teachers have a responsibility to:

- Present a role model of good teaching practice. This function is evidenced in all that the mentor teacher does within the school context.
- Provide opportunities for the preservice teacher to meet Tabor program requirements and to engage in teaching and learning activities that require a steadily increasing standard of teaching practice.
- Assist the preservice teacher in planning, programming and IT access.
- Assist the preservice teacher to understand the ethos and expectations of the school and, where appropriate, the school system.
- Assist the preservice teacher's development of reflective skills.
- Evaluate the preservice teacher's effectiveness continuously and provide written and oral feedback on their performance.
- Liaise with the Tabor liaison on all aspects of the preservice teacher's in-school program.
- Complete the Second Round-Table form **prior** to the Second Round-Table Meeting, providing feedback on the preservice teacher's progress.
- Complete and submit the *Mentor Teacher Assessment Recommendation* form on the final day of the Professional Experience. **PLEASE NOTE** that the full range of the assessment continuum is available for every Professional Experience. This completed form should **NOT** be shown to the preservice teacher at this stage as it is a recommendation.

The in-school experience of the preservice teacher will be facilitated greatly by the mentor teacher who:

- Makes them feel welcome in the school.
- Allows them time for thorough preparation.
- Makes clear the objectives of any formal teaching experience.
- Checks and discusses their written preparation before a lesson is presented.
- Provide written and oral feedback as soon as possible after each lesson.
- Pinpoints specific strengths and areas for improvement with suggestions for consolidation/improvement.
- Offers advice regarding student Behaviour Management.
- Offers opportunities for them to experience as much of the total life of the school as is feasible.
- Talks to them about the teaching and classroom management techniques they see employed and the rationale underlying them.

A self-directed AITSL online professional learning program is available to enhance teachers' knowledge, skills and confidence to supervise preservice teachers. <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers>.

A request to mentor teachers – please take the time to observe your preservice teacher and provide as much constructive verbal and written feedback as possible.

If the mentor teacher has any concerns it is imperative that they:

1. Communicate those concerns verbally and in writing **as soon as possible** with the preservice teacher.
2. Contact the Tabor liaison to express their concerns.
3. Contact the Professional Experience Office at Tabor **as soon as possible** to gain support for both the preservice teacher and the mentor teacher.

1.2.3 The School Coordinator (Principal or other designated person)

The school coordinator has the responsibility to:

- Form a link between the School and Tabor by working with the Tabor liaison.
- Implement the program within the school.
- Ensure that organisational and physical arrangements are attended to, so that the preservice teachers have a working space, access to resources and IT, and acceptance within school activities.
- Ensure that mentor teachers are well informed of their roles.
- Monitor the general effectiveness of the Tabor in-school program and provide suggestions for its improvement as desired.
- Take active interest in the development of preservice teachers, providing them with input and feedback and participate in the appraisal of their activities as needed.
- Remind the mentor teacher to complete and submit the *Mentor Teacher Assessment Recommendation* form on the final day of the Professional Experience block.

1.2.4 The Tabor Liaison

The Tabor liaison works with preservice teachers whilst in the school. The Tabor liaison also liaises between Tabor and the school. They are responsible for:

- Informing the school of any specific needs or interests relevant to a preservice teacher's in-school placement.
- Clarifying all aspects of the in-school program as required by all other participants.
- Facilitating a free flow of communication between Tabor and the school, and between preservice teacher and the mentor teacher.
- Monitoring the appropriateness of the activities of preservice teachers with regard to the objectives of the program and preservice teachers' level of expertise.
- Contributing to the professional development of preservice teachers by helping them appreciate the links between theory and practice, working alongside them in a collaborative manner, shaping, directing, and challenging them and encouraging them to develop competency in sound teaching practices.
- Facilitating the Round-Table meetings and enabling active communication between the preservice teacher, mentor teacher and Tabor liaison. Remind the mentor teacher to complete the Form RT2 **prior** to the Second Round-Table Meeting.
- Reminding the mentor teacher to complete the *Mentor Teacher Assessment Recommendation* form on the final day of the Professional Experience block.
- Acting as a participant in the assessment of preservice teachers in the school.
- Completing and submitting the *Tabor Liaison Assessment Recommendation* form within seven days of the completion of the Professional Experience.

1.2.4.1 Initial Teaching Experience B

For **INITIAL TEACHING EXPERIENCE B** the Tabor liaison will normally visit the school on the following occasions:

At the start of Professional Experience:

Visit or phone to establish communication with mentor teachers and school coordinator, to ensure that satisfactory arrangements have been made for the Professional Experience, and to answer questions about the requirements and procedures.

First week of Professional Experience:

Observe the preservice teacher, give feedback and discuss the program and lesson planning requirements.

Second week of Professional Experience:

Meet with the preservice teacher and mentor teacher (First Round-Table meeting) to discuss the progress of the preservice teacher, determine Areas for Growth and complete the First Round-Table Feedback and Reflection (Form RT1). The mentor teacher and Tabor liaison are to determine if the preservice teacher is at the level expected of them at this stage of the Professional Experience. Refer to 3.4.1, *Flowchart Procedure for Student to Progress on Professional Experience*. Remind the mentor teacher to complete the Form RT2 **prior** to the Second Round-Table Meeting.

Last week of Professional Experience (1 - 2 visits):

1. Observe the preservice teacher and give feedback.
2. Meet with the preservice teacher and mentor teacher (Second Round-Table meeting) to discuss the Second Round-Table Feedback and Reflection (Form RT2). Tabor liaison to remind the mentor teacher to submit the completed *Mentor Teacher Assessment Recommendation* **on the last day** of the Professional Experience.

All forms will be submitted electronically through Sonia Online. A link to the **Round-Table** and the **Mentor Teacher Assessment Recommendation** forms will be emailed to the mentor teacher during the Professional Experience.

An example of these forms can be viewed at the Tabor Online website at

learn.tabor.edu.au > Student Resources > Professional Experience (EDU)

1.2.4.2 Professional Practice Experience

For **PROFESSIONAL PRACTICE EXPERIENCE** the Tabor liaison will normally visit the school on the following occasions*:

At the start of Professional Experience:

Visit or phone to establish communication with mentor teachers and school coordinator, to ensure that satisfactory arrangements have been made for the Professional Experience, and to answer questions about the requirements and procedures.

First week of Professional Experience:

Observe the preservice teacher, give feedback and discuss the program and lesson planning requirements.

Second week of Professional Experience:

Meet with the preservice teacher and mentor teacher (First Round-Table meeting) to discuss the progress of the preservice teacher, determine Areas for Growth and complete the First Round-Table Feedback and Reflection (Form RT1). The mentor teacher and Tabor liaison are to determine if the preservice teacher is at the level expected of them at this stage of the Professional Experience. Refer to 3.4.1, *Flowchart Procedure for Students to Progress on Professional Experience*.

Third week of Professional Experience:

Observe the preservice teacher and give feedback. Remind the mentor teacher to complete the Form RT2 **prior** to the Second Round-Table Meeting.

Fourth week of Professional Experience:

Meet with the preservice teacher and mentor teacher (Second Round-Table meeting) to discuss the Second Round-Table Feedback and Reflection (Form RT2). Remind the mentor teacher to submit the completed *Mentor Teacher Assessment Recommendation* form to Tabor **on the last day** of the Professional Experience.

**Country Placements: Contact with Tabor Liaison will be via telephone, Zoom, etc.*

All forms will be submitted electronically through Sonia Online. A link to the **Round-Table** and the **Mentor Teacher Assessment Recommendation** forms will be emailed to the mentor teacher during the Professional Experience.

An example of these forms can be viewed at the Tabor Online website at

learn.tabor.edu.au > Student Resources > Professional Experience (EDU)

2 THE PROFESSIONAL EXPERIENCE

2.1 The Structure of the In-school Experience

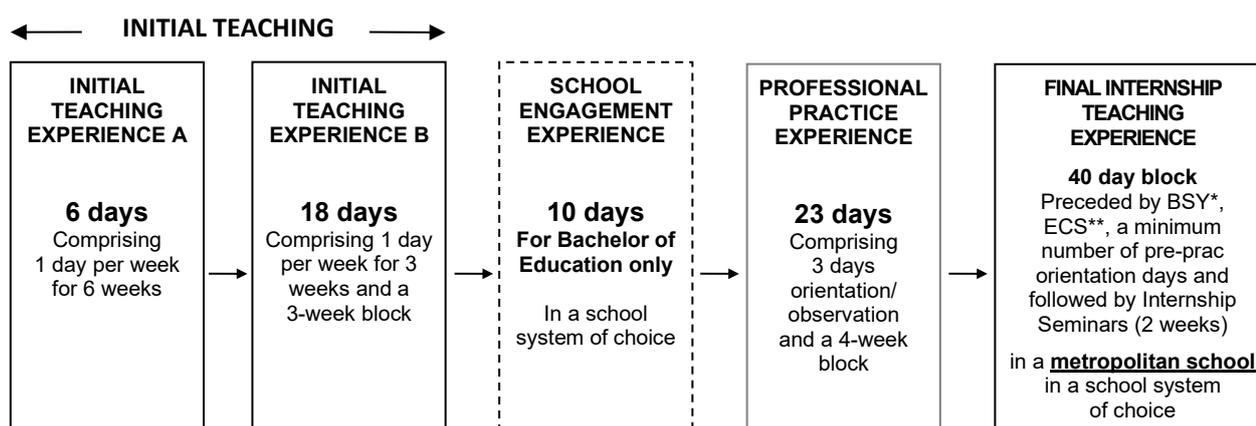
Preservice teachers enrolled in the **Bachelor of Education** are undertaking one of the following programs:

- A **four-year** program in either Primary or Secondary.

Preservice teachers enrolled in the **Master of Teaching** are undertaking one of the following programs:

- A **two-year** program in either Primary or Secondary.

The course presents a holistic approach, with all components interconnected and with a close relationship between theory and practice. The school-based activities are structured into four or five Professional Experience placements, as illustrated below.



* For Primary only: Beginning of School Year (BSY) observation days, one day in the week when teachers return to school and one day in the week when students return to school. ** Early Career Seminar (ECS), two days in June prior to Internship Experience block.

This chart shows the total number of days of Professional Experience undertaken for each course, and in which year of the course the particular Professional Experience usually occurs.		BACHELOR OF EDUCATION	MASTER OF TEACHING	
PROFESSIONAL EXPERIENCE	NO. OF DAYS	Year of Course	Year of Course	USUAL SCHOOL SETTING
INITIAL TEACHING EXPERIENCE A	6	1 st	1 st	Christian or Independent (same school)
INITIAL TEACHING EXPERIENCE B	3+15	1 st	1 st	
SCHOOL ENGAGEMENT EXPERIENCE	10	2 nd		Any school setting
PROFESSIONAL PRACTICE EXPERIENCE	3+20	3 rd	2 nd	Department for Education
Observations (incl Beginning of School Year Obs) (linked with Final Internship Teaching Experience)	8 / 3	4 th (Minimum of 8 days)	2 nd (Minimum of 3 days)	(Same School as Final Internship Teaching Experience)
FINAL INTERNSHIP TEACHING EXPERIENCE	40	4 th	2 nd	Student Choice (Metropolitan)
TOTAL NO. DAYS		105	90	

2.1.1 Professional Experience Calendar – INITIAL TEACHING EXPERIENCE A & B, PROFESSIONAL PRACTICE EXPERIENCE – 2026

SEM 1 Week (beginning Monday)	SCHOOL TERM DATES & HOLS	INITIAL TEACHING EXPERIENCE A (6 Days)	PROFESSIONAL PRACTICE EXPERIENCE (23 Days)		SEM 2 Week (beginning Monday)	SCHOOL TERM DATES & HOLS	INITIAL TEACHING EXPERIENCE B (18 Days)
JAN 19		TABOR SEMESTER BREAK			JUL 06	SCHOOL HOLS	TABOR SEMESTER BREAK
JAN 26 Aust Day 26	1 [^]			JUL 13			
FEB 02	2			JUL 20	1	Mid-year 'O' Week	
FEB 09	3			JUL 27	2		
FEB 16	4	'O' - Week			AUG 03	3	1 Day
FEB 23	5	Lectures commence			AUG 10	4	1 Day
MAR 02	6		3 Days Orientation		AUG 17	5	1 Day
MAR 09 Adel Cup 09	7			AUG 24	6	5 Days ^{O1}	
MAR 16	8			AUG 31	7	5 Days [®]	
MAR 23	9			SEPT 07	8	5 Days ^{O2®}	
MAR 30 Good Fri Apr 03	10			SEPT 14	9	*** MTAR due at Tabor	
APR 06 Easter Mon 06	11			SEPT 21	10		
APR 13	SCHOOL HOLS	TABOR MID-SEMESTER BREAK			SEPT 28	SCHOOL HOLS	TABOR MID-SEMESTER BREAK
APR 20 Anzac Day 25				OCT 05 Labour Day 05			
APR 27	1	1 Day	5 Days ^{O1}		OCT 12	1	
MAY 04	2	1 Day	5 Days [®]		OCT 19	2	
MAY 11	3	1 Day	5 Days ^{O2}		OCT 26	3	
MAY 18	4	1 Day	5 Days [®]		NOV 02	4	
MAY 25	5	1 Day	*** MTAR due at Tabor		NOV 09	5	
JUN 01	6	1 Day			NOV 16	6	TABOR SEMESTER BREAK
JUN 08 King's Bir 08	7				NOV 23	7	
JUN 15	8	TABOR SEMESTER BREAK			NOV 30	8	
JUN 22	9			DEC 07	9		
JUN 29	10			DEC 14			

LEGEND: [^] Department for Education Schools begin

^{O1} Preferred week for Tabor liaison's Preliminary visit to observe preservice teacher and guide/discuss planning process

^{O2} Preferred week for Tabor liaison's Second visit to observe preservice teacher

[®] Preferred weeks for Round-Table meetings

*** **Mentor Teacher Assessment Recommendation (MTAR)** due at Tabor

2.2.1 INITIAL TEACHING EXPERIENCE B Professional Experience

Dates	Semester 2: 3 single day weekly visits on 5 August, 12 August, 19 August 2026 (Wednesdays) 15 day block 24 August – 11 September, 2026
Required No. of Days	18 days: 3 single day weekly visits plus a 3-week block in Term 3, Weeks 6-8
Aim	This Professional Experience is concentrated within a classroom setting which provides an opportunity to build knowledge and skills, which in turn will build confidence. The preservice teacher will be involved in a range of the practicalities of the classroom e.g. engagement with students, lesson planning, teaching, evaluation, administration procedures. The focus is on gradually increasing the number of teaching experiences, including lessons, to ensure that the preservice teacher develops skills in planning, preparing, teaching and reflecting. The preservice teacher should also be making connections to the Australian Professional Standards for Teachers. During this Professional Experience placement the preservice teacher is supported by a Tabor liaison. Secondary preservice teachers only: Lesson content for this Professional Experience should focus on the preservice teacher's Teaching Area(s).
<p>PROGRAM</p> <p>Three days Observation: The preservice teacher is to spend one day per week for three weeks in the school prior to the teaching block, during which they should</p> <ul style="list-style-type: none"> • Familiarise themselves with relevant policies • Spend time working with the mentor teacher, engaging with students and making observations about classroom practice • If possible, begin planning for lessons to be taught during the Three Week Block <p>Three Week Block:</p> <p>Week 1: The preservice teacher should, in consultation with the mentor teacher, initially begin program and lesson planning for Weeks 2 and 3. Where possible, Primary preservice teachers should teach one lesson each day. Secondary preservice teachers should, where possible, team-teach or independently teach a minimum of one lesson each day. Each lesson will be planned using the lesson plan format provided. The preservice teacher will appreciate the feedback of the mentor teacher to help develop their critical reflection on their teaching and student learning. When the preservice teacher is not teaching, they should use the time to observe the mentor teacher and record their observations with a view to better understanding what it means to be a teacher.</p> <p>Week 2 and 3: Primary preservice teachers will teach at least two lessons each day. Secondary preservice teachers will teach between a minimum of 10 and a maximum of 15 lessons per week or approximately 50% FTE teaching load. The content for these lessons needs to be negotiated and discussed in advance. Lesson plans should be detailed and well-presented and shown to the mentor teacher. The mentor teacher observes each lesson and provides written feedback, electronically or handwritten. (Preservice teachers need to be sensitive to the limited time resources of the mentor teacher by finding regular feedback sessions that are manageable for both participants).</p> <p>Schedule of Round-Table Meetings</p> <ul style="list-style-type: none"> • First Round-Table Meeting – early in the second week of the teaching block • Second Round-Table Meeting – the end of the last week of the teaching block <p>It is the mentor teacher's responsibility to ensure that the RT1 and RT2 forms are submitted to the Tabor Professional Experience Office on the day of the Round-Table meeting.</p>	

2.2.2 PROFESSIONAL PRACTICE EXPERIENCE Professional Experience

Dates	Semester 1 Block: 27 April - 22 May 2026
Required No. of Days	23 days: three days orientation/observation in Term 1, followed by a 4 week block in Term 2, Weeks 1 - 4
Aim	<p>In this Professional Experience, the aim is to build upon skills to encourage the preservice teacher to grow in confidence and give them wider experience of classroom practicalities. Accordingly, focus is to be placed on using teaching lessons to allow for the <i>planning-teaching-assessing-reflecting</i> sequence that develops teaching competence.</p> <p>During this Professional Experience, the preservice teacher will be supported by a Tabor liaison. It is the preservice teacher's responsibility to make contact with their school coordinator in Term 1, 2026.</p>
<p>PROGRAM</p> <p>Three days orientation/observation (Term 1): During these days the preservice teacher should</p> <ul style="list-style-type: none"> • If possible, meet with the school coordinator for induction into the school • Familiarise themselves with safety policies, behaviour management policies etc. • Spend time observing in the classroom, meeting students and the mentor teacher <p>Preservice teachers will need to negotiate with their school to determine the days most convenient for their mentor teacher. Tabor lectures must not be missed to attend these days.</p> <p>Four Week Block (Term 2, Weeks 1-4): In Week 1, preservice teachers should, in consultation with the mentor teacher, initially begin program and lesson planning for Weeks 2-4. Primary preservice teachers will ideally teach one lesson a day and increase to up to two lessons each day towards the end of the first week where the preservice teacher is ready to do so. Secondary preservice teachers will ideally teach between a minimum of 5 to a maximum of 10 lessons the first week. Each lesson will be planned using the lesson plan format provided.</p> <p>In Week 2, Primary preservice teachers will ideally begin teaching two to four lessons each day. Secondary preservice teachers will ideally teach between a minimum of 10 to a maximum of 15 lessons the second week.</p> <p>In Weeks 3 and 4, Primary preservice teachers will ideally begin teaching four lessons each day, increasing to a maximum of six lessons toward the end of the placement. Secondary preservice teachers will ideally teach between 18 and 22 lessons per week or an approximately 70% FTE teaching load (N.B. This may include Home Group / Pastoral Care sessions). The content for these lessons needs to be negotiated and discussed in advance. Lesson plans should be detailed and well presented.</p> <p>The mentor teacher observes each lesson and provides written feedback, electronically or handwritten. It is important, even if only for a few minutes, to discuss this feedback with the preservice teacher. (Preservice teachers need to be sensitive to the limited time resources of the mentor teacher by finding regular feedback sessions that are manageable for both participants).</p> <p>Schedule of Round-Table Meetings</p> <ul style="list-style-type: none"> • First Round-Table Meeting – the second week of the teaching block • Second Round-Table Meeting – the end of the last week of the teaching block <p>It is the mentor teacher's responsibility to ensure that the RT1 and RT2 forms are submitted to the Tabor Professional Experience Office on the day of the Round-Table meeting.</p>	

2.3 Step-by-step Guide to Professional Experience Responsibilities

2.3.1 Prior to the Teaching Block

Preservice Teacher:

- Ensure you have a current Working With Children Check.
- Ensure you have a current RRHAN-EC Fundamentals course and Masterclass course Certificate.
- Take responsibility for reading and understanding the handbook.
- Check the Tabor Professional Experience timetable and note the dates they are expected at their school. This information will be confirmed by the preservice teacher with the mentor teacher.
- Provide the mentor teacher(s) email address and Teaching Area (Secondary) to the Professional Experience Office when requested.
- Take responsibility for contacting the school coordinator, when advised by Tabor. This contact will be appropriate and professional. Where more than one Tabor preservice teacher is placed in a school, preservice teachers should, where possible, attend for Orientation (if required) on the same day.
- Observe and assist the mentor teacher working with the students on the **three** Orientation/ Observation Day visits.

School Coordinator:

- Provides orientation/induction for the preservice teacher to introduce them to the school, its policies and key personnel.
- Ensures the preservice teacher is able to meet the required number of teaching lessons for the relevant Professional Experience.

Mentor Teacher:

- Orientates the preservice teacher to the students and classroom procedures and routines.

2.3.2 The Teaching Block

Preservice Teacher:

- Arrive at school early enough to participate in any pre-school meetings, and to prepare appropriately for the day. Will attend any relevant faculty or other staff meetings after school, and leave at an appropriately agreed time each day.
- Is expected to prepare and present detailed lesson plans for each of the required number of lessons as per the Professional Experience Description in this handbook.
- Is expected to demonstrate initiative in assisting the mentor teacher in other teaching tasks.
- Is expected to take opportunities to participate as fully as possible in the life of the school. This involves participating in yard duty, attending staff meetings, etc.
- Discusses plans and objectives for next lessons with the mentor teacher reflecting on classroom experience.
- Is responsible for liaising between the mentor teacher and Tabor liaison. This includes confirming Tabor liaison visits. The preservice teacher will need to check the Tabor Professional Experience timetable for the expected visit from the Tabor liaison and then negotiate details. The preservice teacher needs to be mindful that the Tabor liaison may have other students to visit also, so plan well ahead!
- Submit the Professional Experience Log Form within one week of completion of the Professional Experience.

Mentor Teacher:

- Checks and discusses the preservice teacher's lesson plan before each lesson commences and encourages critical reflection.
- Observes preservice teacher's lesson and gives oral and written feedback. Pinpoints specific strengths and areas for improvement, with suggestions for consolidation/improvement.
- Offers advice regarding student Behaviour Management and techniques of teaching.
- Meets with preservice teacher and Tabor liaison for the First Round-Table discussion. Form RT1 is to be completed at the meeting.
- Meets with preservice teacher and Tabor liaison for the Second Round-Table discussion. Form RT2 completed prior to the meeting.

- Completes the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience block. The completed form should NOT be shown to the preservice teacher as it is a recommendation rather than the preservice teacher's final overall grade, which will be determined at a later date by the Tabor Teaching Assessment Review Panel. This recommended assessment is reflected on a continuum and is based on the Form RT2.
- Must tally attendance days with the preservice teacher before the preservice teacher leaves the school on the last day of the teaching block.
- DEPARTMENT FOR EDUCATION SCHOOL: Arrange with the School Finance Officer for payment through the Department for Education online claims system.
- NON-DEPARTMENT FOR EDUCATION SCHOOL: Ensures relevant claim forms or Invoices are submitted to the School Finance Officer or directly to Tabor (with a Statement by Supplier form) at the completion of the Professional Experience.

School Coordinator:

- Oversees the preservice teacher's program within the school.
- DEPARTMENT FOR EDUCATION SCHOOL: Arrange with the School Finance Officer for payment through the Department for Education online claims system. Ensures relevant Invoice is then submitted to Tabor.
- NON-DEPARTMENT FOR EDUCATION SCHOOL: Ensures relevant claim forms or Invoices are submitted to the School Finance Officer or directly to Tabor (with a Statement by Supplier form) at the completion of the Professional Experience.

Tabor Liaison:

- Observes preservice teacher's lesson and gives oral and written feedback at least twice. Encourages ongoing critical reflection on teaching and learning processes.
- Facilitate Round-Table Meetings.
- Remind the mentor teacher to submit the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience.
- Complete the Tabor Liaison Assessment Recommendation form and Claim Form and submit them to Tabor within seven days of completion of the Professional Experience.

2.3.3 Rural and Remote Placements

Tabor Online Liaison:

- Tabor supports Professional Experience placements in rural and remote locations by consultation.
- Tabor will provide an online Liaison who will contact the preservice teacher and be available by email and via Zoom as required.
- The liaison will track the preservice teacher progress, monitor completion, and seek opportunities to observe within technological constraints and follow school policies using live video.
- The liaison will facilitate Round-Table meetings remotely during the placement.

Assessment:

- All placement assessment tasks are to be completed.
- Some variations in placement dates may be required due to access constraints when travelling to a remote or rural location.

3 ASSESSMENT AND REPORTING

3.1 Evaluation of Teaching Competence

The evaluation process should be a co-operative one, involving the mentor teacher, the preservice teacher, and the Tabor liaison. The school coordinator may also be involved where appropriate and possible. We encourage open communication between all participants and written responses to be given to a preservice teacher, especially if there are areas of concern.

The reporting forms reflect the Australian Professional Standards for Teachers. The Standards are included on the last pages of this handbook and should be used as a basis for discussions. These Standards are also contained in the Second Round-Table Form (RT2).

Prior to the First Round-Table meeting, the preservice teacher needs to take every opportunity to engage in teaching and classroom management. This enables the preservice teacher to have enough time to demonstrate their emerging skills and abilities. **Round-Table meeting forms** must be completed using the link provided to the mentor teacher by the Professional Experience Office.

3.1.1 First Round-Table Meeting

A formative report (**Form RT1**) is completed by the mentor teacher, preservice teacher and Tabor liaison during the First Round-Table Meeting. Please note that where the Secondary preservice teacher has more than one Teaching Area, a separate Form RT1 should be completed for each Teaching Area.

The mentor teacher and Tabor liaison, together with the preservice teacher, discuss the progress of the preservice teacher. During the meeting there should emerge some specific, mutually agreed goals to be achieved during the balance of the Professional Experience. The mentor teacher and Tabor liaison determine if the preservice teacher is at the level expected at this stage of the Professional Experience. If the mentor teacher and Tabor liaison have concerns about the progress of the preservice teacher, then the *Student at Risk Procedure* should be invoked. Refer to Section 3.4 *Student at Risk Procedure* in this handbook.

3.1.2 Second Round-Table Meeting

Prior to the Second Round-Table meeting the online form is completed as a draft but not submitted by the mentor teacher(s). Please note that where the Secondary preservice teacher has more than one Teaching Area, a separate Form RT2 should be completed for each Teaching Area. It is recommended that the mentor teacher use any written feedback when preparing the Second Round-Table form (RT2). By the conclusion of the Second Round-Table meeting, the preservice teacher should have a clear indication of their strengths and areas for improvement during this Professional Experience.

Following the Second Round-Table meeting, the Tabor liaison should remind the mentor teacher to complete the *Mentor Teacher Assessment Recommendation* form, reflecting on the continuum conclusions reached at the Second Round-Table Meeting (Form RT2). A link to the *Mentor Teacher Assessment Recommendation* form will be emailed to the mentor teacher(s) by the Professional Experience Office in the final week of the Professional Experience. The mentor teacher will submit the *Mentor Teacher Assessment Recommendation* form **on the final day of the Professional Experience block** recommending an evaluation rating. Please do **not** show the completed form to the preservice teacher as this is a recommendation on competence achieved in this part of the unit. The form is presented to a Tabor Teaching Assessment Review Panel and is part of the overall assessment.

3.2 Assessment Considerations

Mentor teachers are responsible for guarding the standards of the teaching profession. Mentor teachers are asked to use their professional discretion when assessing preservice teachers, and to assess according to the level of the Professional Experience. The rating of preservice teachers is a professional, not a personal, assessment.

- The recommended assessment of the preservice teacher includes all Professional Experience days.
- In assessing growth against the criteria, consider that it is possible for a preservice teacher to attain the full range of ratings on the continuum for each Professional Experience.

3.3 Lesson Plans

Full lesson plans will be expected for all lessons when the mentor teacher gives advanced notice of such lessons. Lesson notes format will vary according to need, though it is expected that major components will be recorded. Preservice teachers should refer to Pedagogy and Curriculum Studies guidelines and should use the lesson plan format provided (see Appendix). Copies of the lesson plan format may be downloaded from the Tabor Online website.

A lesson plan should be made available to the Tabor liaison at least one day prior to any scheduled visit to observe teaching.

3.4 Student at Risk Procedure

If any preservice teacher is not operating at the expected level of competency for this stage of their study, the mentor teacher is to contact the Tabor Professional Experience Office as soon as possible, and the Student at Risk procedure will be implemented in consultation with the Tabor liaison.

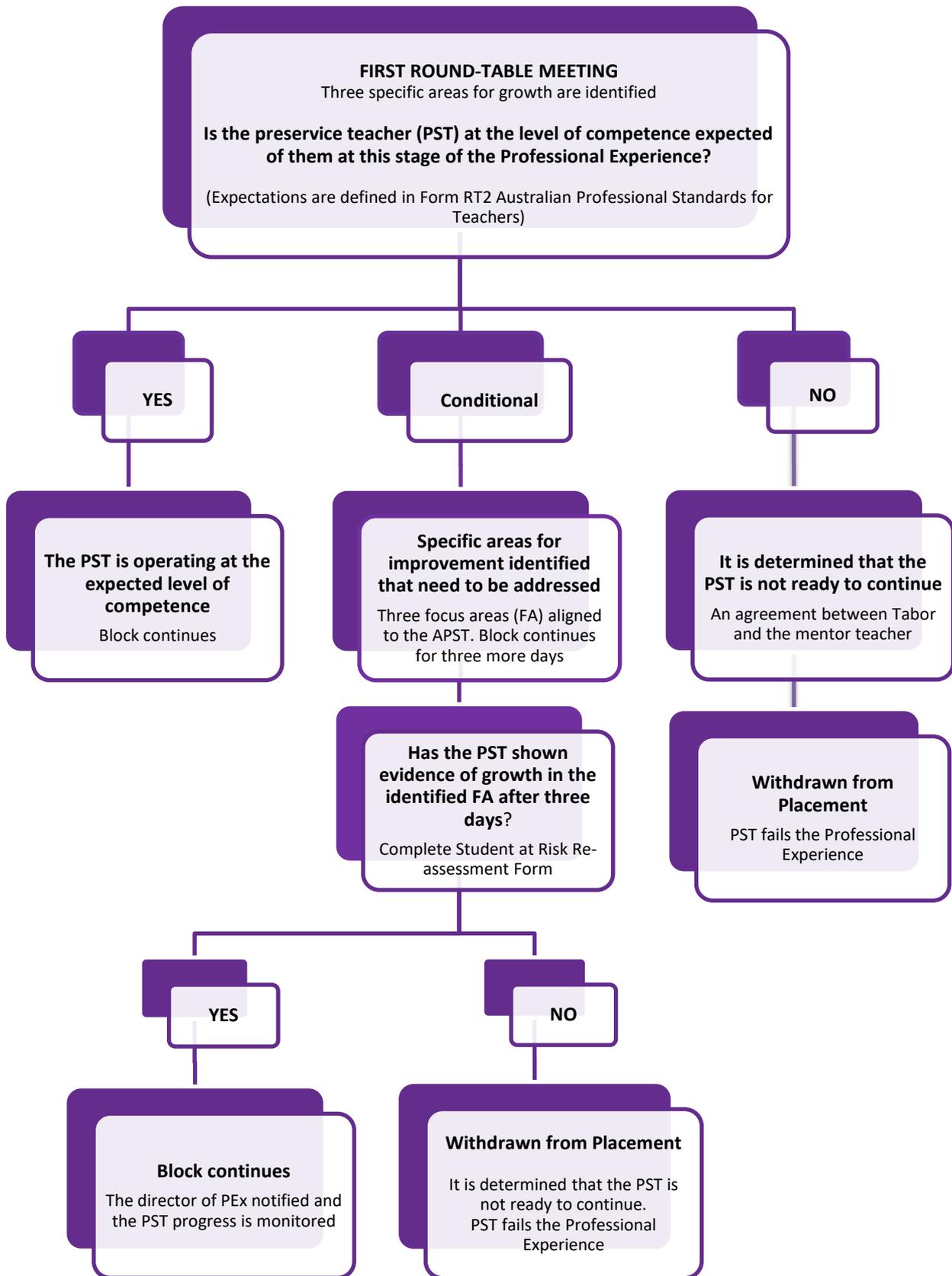
The **Flowchart Procedure for Students to Progress** on a Professional Experience is designed to navigate decisions regarding professional experience when the preservice teacher experiences difficulties and to facilitate support.

In the Faculty of Education, a student who unsuccessfully completes their Professional Experience unit may apply to repeat the unit, with the Professional Experience conducted at a different school site. A Student will only be provided with a second attempt at the discretion of the Dean of Education or delegate.

To gain a second attempt, the student should apply in writing to the Dean of Education for consideration for a repeat Professional Experience placement, demonstrating a rationale for providing a repeat Professional Experience and outlining the reasons for not being successful. This application is to be accompanied by a Reflection form and an Action Plan identifying strengths and areas for improvement.

- a. **If a repeat Professional Experience is offered, the student must:**
 1. Re-enrol in the corresponding unit and complete all components in the following year.
 2. Meet with the Director of Professional Experience to review their Action Plan, discuss their understanding of the reasons for failure, and explain the process that they will use to implement their Action Plan.
- b. **If a repeat Professional Experience is not offered by the Dean of Education or delegate**, the student is advised and counselled regarding this decision made by the Dean of Education to exit the course.

3.4.1 Flowchart Procedure for Students to Progress on Professional Experience



3.5 Professional Experience forms

The Tabor Professional Experience Office uses Sonia Online software to manage Professional Experience placements. Forms are completed and submitted electronically. Links to these forms (First Round-Table, Second Round-Table and Mentor Teacher Assessment Recommendation) will be emailed to mentor teachers as required. If you do not receive an email or have any issues with accessing the form, please contact the Tabor Professional Experience Office at practicum@adelaide.tabor.edu.au or phone 8373 8737.

3.5.1 First Round-Table Feedback and Reflection – FORM RT1

The link to the FORM RT1 will be emailed to the mentor teacher(s) prior to the Professional Experience. The form should be submitted at the conclusion of the First Round-Table meeting. The completed form can be saved as a PDF and/or printed.

3.5.2 Second Round-Table Feedback and Reflection – FORM RT2

The link to the FORM RT2 will be emailed to the mentor teacher(s) prior to the Professional Experience. The form should be submitted at the conclusion of the Second Round-Table meeting. The completed form can be saved as a PDF and/or printed.

3.5.3 Mentor Teacher Assessment Recommendation form

The *Mentor Teacher Assessment Recommendation* should be based on the strengths and areas for improvement indicated in the Second Round-Table form (RT2). Please place an **X** on the continuum to indicate the recommended assessment of the mentor teacher based on the Australian Professional Standards for Teachers. The **full range** is possible for every Professional Experience. Please note that the preservice teacher should be rated according to the year level of their Professional Experience.

Please ensure the following steps are adhered to:

1. A link to the *Mentor Teacher Assessment Recommendation* form will be emailed to the **mentor teacher(s)** in the final week of the Professional Experience.
2. If you do not receive an email, please contact the Professional Experience Office (ph. 8373 8737) or email: practicum@adelaide.tabor.edu.au.
3. The *Mentor Teacher Assessment Recommendation* form should be completed and submitted by the mentor teacher **on the final day** of the Professional Experience block. Please note that where the Secondary preservice teacher has more than one Teaching Area, a separate *Mentor Teacher Assessment Recommendation* form should be completed for each Teaching Area.

4 CLAIMS

4.1 Payment of Mentor Teachers and School Coordinators

A daily allowance is offered for the mentoring and coordination of preservice teachers. The payment is limited to the days scheduled for the placement (excluding Public Holidays) to a maximum of **18 days** for Initial Teaching Experience B and **23 days** for Professional Practice Experience. In the case where more than one mentor teacher works with a preservice teacher, the school coordinator will negotiate proportions.

4.1.1 Department for Education Schools

School coordinators and mentor teachers should claim using the Department for Education online Practicum Claims module. Invoices will then be submitted to Tabor by the School Finance Officer for payment to the School.

4.1.2 Non-Department Schools

School coordinators and mentor teachers should complete the relevant Claim Form available on the Tabor Online website.

- 1) Access Tabor Online via learn.tabor.edu.au > [Student Resources](#) > [Professional Experience \(EDU\)](#).
- 2) Click on **Finance (Claims and Payment)**. See also the *Guidelines for Claims by Independent School Staff* document on the website.

The completed Claim Form should then be:

EITHER

- a) Given to the Finance Officer in the school at the end of the placement once the *Mentor Teacher Assessment Recommendation* form has been submitted. The school will then invoice Tabor on behalf of all the mentor teachers and school coordinators.

OR

- b) Sent directly to the Tabor Professional Experience Office **together with a “Statement by Supplier” form** (available on the Tabor Online website) for direct payment to the mentor teacher/school coordinator’s nominated bank account.

Payment will be made to the school or claimant once the completed *Mentor Teacher Assessment Recommendation* form is received and invoices/claim forms have been reconciled to the preservice teacher’s Professional Experience Log form.

To ensure payment is completed, all Claim Forms and Invoices must be submitted to Tabor within the calendar year of the Professional Experience to ensure reimbursement. Claims made after 31 December in that calendar year may be refused. Should you have any queries, please email Tabor Professional Experience Office at practicum@adelaide.tabor.edu.au.

Completed claim forms or invoices should be scanned and emailed to practicum@adelaide.tabor.edu.au or posted to:

**Tabor Faculty of Education
Professional Experience Office**
181 Goodwood Road
Millswood SA 5034

5 LEGAL RESPONSIBILITIES

5.1 Legal Responsibilities during In-school Activities

5.1.1 Duty of Care

Because teachers are in a position of authority, they are deemed by law to owe a duty of care towards students. This duty means that teachers should take reasonable and practical measures to prevent injury and to provide a safe environment for students. The duty of care that is owed varies according to the age of each student, the activity concerned, disability, past history, and the teacher's training and ability. There is a moral obligation involved as well as the legal one, of course.

While preservice teachers are given some responsibility for the students in their class, it must be recognised that they are only teachers in preparation under the control and supervision of a mentor teacher with whom they are placed. To this end, mentor teachers are ultimately responsible for the safety of the students. Preservice teachers, however, are required to act with vigilance and caution, ensuring the health, safety and well being of all students in their care.

The extent to which professional activities are delegated to preservice teachers by mentor teachers must be based on a careful assessment of the preservice teachers' current progress and readiness to assume responsibility and always under the direct supervision of qualified staff.

5.1.2 Children and Young People (Safety) Act (2017)

All preservice teachers have completed a RRHAN-EC Fundamentals course and Masterclass course and any further required updates.

Refer to the [Protective practices for staff in their interactions with children and young people](#) (Guidelines for staff working or volunteering in education and care sites) document on the Department for Education website www.education.sa.gov.au.

6 APPENDIX

6.1 Lesson Plan Format

Tabor Lesson Plan		
Preservice Teacher name		
School name		
Year level		
Learning area/s and/or Subject/s		
Lesson		
Duration (minutes)		
Lesson title		
Content descriptions including codes		
General capabilities and sub-elements		
Cross-curriculum priorities		
Lesson learning intentions	<i>In this lesson, students are learning (know/understand/do):</i> 1. 2.	
Success criteria	<i>Students have met the learning intentions if they can:</i> 1. 2.	
Prior knowledge		
Resources		
Timing	Lesson sequence	Differentiation
Hook		
Beginning		
Middle		
End		
Lesson Reflection and Evaluation		
Assessment / Evidence of learning collected		
Evidence-based reflection and evaluation of practice		

References:

PROFESSIONAL KNOWLEDGE

Standard 1 — Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

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

1.2 Understand how students learn

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

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

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

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

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

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

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

1.6 Strategies to support full participation of students with disability

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

Standard 2 — Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

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

2.2 Content selection and organisation

Organise content into an effective learning and teaching sequence.

2.3 Curriculum, assessment and reporting

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

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

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

2.5 Literacy and numeracy strategies

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

2.6 Information and Communication Technology (ICT)

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

PROFESSIONAL PRACTICE

Standard 3 — Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

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

3.2 Plan, structure and sequence learning programs

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

3.3 Use teaching strategies.

Include a range of teaching strategies.

3.4 Select and use resources

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

3.5 Use effective classroom communication

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

3.6 Evaluate and improve teaching programs

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

3.7 Engage parents/carers in the educative process

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

PROFESSIONAL PRACTICE Continued

Standard 4 — Create and maintain supportive and safe learning environments

4.1 Support student participation

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

4.2 Manage classroom activities

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

4.3 Manage challenging behaviour

Demonstrate knowledge of practical approaches to manage challenging behaviour.

4.4 Maintain student safety

Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.

4.5 Use ICT safely, responsibly and ethically

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

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

5.1 Assess student learning

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

5.2 Provide feedback to students on their learning

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

5.3 Make consistent and comparable judgements

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

5.4 Interpret student data

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

5.5 Report on student achievement

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

PROFESSIONAL ENGAGEMENT

Standard 6 — Engage in professional learning

6.1 Identify and plan professional learning needs

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

6.2 Engage in professional learning and improve practice

Understand the relevant and appropriate sources of professional learning for teachers.

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4 Apply professional learning and improve student learning

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

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

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

7.3 Engage with the parents/carers

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

7.4 Engage with professional teaching networks and broader communities

Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

Outstanding Results in the 2025 National Student Experience Survey

Tabor College is proud to be exceeding national benchmarks in Teaching, Support, Skills, and Experience, recognised by the latest national QILT survey:



Teaching Quality



vs

National Average
80%



Student Support



vs

National Average
71%



Skills Development



vs

National Average
81%



Overall Student Educational Experience



vs

National Average
77%

What is QILT?

The QILT (Quality Indicators of Learning and Teaching) survey assesses Higher Education Institutions in Australia, highlighting key aspects of educational quality and student experience. At Tabor, we consistently set new benchmarks in quality and satisfaction.

Source:

*Course Experience Questionnaire (CEQ) 2024*¹

*QILT Student Experience Survey 2024; National average includes all other universities and non-university Higher Education Institutions.*²

*National average includes all universities and NUHEIs.*³

Get *your degree* where
you're more than a
number.

