

Professional Experience

Participant Handbook

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Bachelor of Education / Master of Teaching

Internship Experience: Semester 1, 2025

Internship Experience: Semester 2, 2025

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Introduction

Dear Preservice Teacher, Mentor Teacher and School Coordinator,

This handbook contains the essential information for preservice teachers and their mentors to successfully navigate the Internship Professional Experience. It includes details of:

- the purpose of the Internship placement
- the roles and responsibilities of all participants
- the preparation required prior to the placement
- weekly expectations and requirements during the placement (including expectations regarding teaching loads, plans for teaching and learning and other conditions)
- the TTPA (Tabor Teaching Performance Assessment) and evaluation of the preservice teacher throughout and at the conclusion of the Internship placement
- the legal issues and responsibilities related to Professional Experience placements, which I encourage all participants to review

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 by following Study > Education > Professional Experience > Internship Experience.

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.

As the Professional Experience is a required component of the *Internship Experience* unit, all preservice teachers are expected to comply with the requirements of Tabor in this regard. Please note the following:

- The Internship block will commence in Week 1 of Term 2 (Semester 1) or Term 3 (Semester 2).
- Preservice teachers should not make arrangements for holidays which require them to have leave of absence from any aspect of their placement (including 'Beginning of School Year' observation days, Orientation and Observation days) as stipulated in the Professional Experience Calendar.
- All Professional Experience placements are at the discretion of the host school. School staff maintain the right 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 prioritise their students' needs above other concerns.
- Tabor 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 concerns to allow a change in practice, behaviour or attitude.
- The Internship Professional Experience placement is only to be completed in a metropolitan school.

The success of the Internship Professional Experience placement is reliant upon all participants knowing what is required. Please ensure you read and understand the content of this handbook.

I wish you a stimulating and successful experience.

Mr Brent Willsmore

Director of Partnerships and Professional Experience

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1 GENERAL INFORMATION

1.1 Contacts

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

- 1) Access Tabor Online via learn.tabor.edu.au
- 2) Click on **Study** from the main menu and select **Education** from the drop down list. You will find the **Professional Experience** site listed here.

*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 **Final Professional Experience Placement Report**.*

1.2 Course

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 Primary or Secondary.

1.2.1 The Structure of the Final INTERNSHIP Professional Experience

The **INTERNSHIP EXPERIENCE** comprises the following **compulsory** elements:

1. 'Beginning of School Year' (BSY) Observation (2 days) (PRIMARY only)

A requirement of all Bachelor of Education and Master of Teaching courses is that Primary preservice teachers make themselves available to enter the school to which they have been assigned for their Internship Experience for a minimum of **two (2) days** to:

- Observe 'Beginning of School Year' processes and class organisation for one day in the week prior to Term 1 commencing and then one full day during the first week of Term 1.
- Observe and assist the mentor teacher in procedures for room set-up.
- Observe the establishment of classroom expectations and relationships.

2. Early Career Seminar (ECS)

The Bachelor of Education and Master of Teaching course requires that all preservice teachers attend the compulsory two-day Tabor Early Career Seminar on 19 and 20 June 2025 (Semester 2) to help prepare for the Internship block and the subsequent transition to a 'Beginning Teacher'.

3. Observation Days & Internship Block

In Term 1 and 2, the preservice teacher must attend **at least**

- Bachelor of Education - minimum eight (8) days (includes BSY days)
- Master of Teaching - minimum three (3) days (includes BSY days)

orientation/observation – observing in classroom and planning/preparation with mentor teacher(s).

The **Internship Block** will be 40 days (eight weeks) in School Weeks 1 - 8 of either Term 2 (28 April - 20 June 2025) (Semester 1) or Term 3 (21 July - 12 September 2025) (Semester 2).

Each preservice teacher will undertake an Internship in a school where, under the supervision of a mentor teacher, they will assume progressively increasing responsibility for a class, culminating in **at least** three (3) consecutive full weeks of teaching as detailed in the Internship Timetable. In addition, preservice teachers will undertake supervised professional responsibilities in the wider school community: e.g. sporting activities, music, excursions, yard duty, curriculum meetings and planning, staff meetings, school assemblies, etc.

4. Internship Experience Workshops

Preservice teachers must attend Internship Experience Workshops at the conclusion of the Internship block during Weeks 9-10 of Term 2 or 3. More details will be provided about one month before the completion of the placement.

1.3 Roles and Responsibilities of Participants

1.3.1 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 policy that preservice teachers are not 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 will have read and fully understand the requirements for the Internship Professional Experience before they begin their placement. If they experience 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:

1. 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.

2. Dress appropriately

- Respect and adhere to the dress codes of the particular schools they are visiting.

3. 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.

4. 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 8:00 am on the day.
- Notify the Tabor Professional Experience Office as early as possible on the day.
- Notify the Tabor liaison if the absence coincides with an observation or Round-Table meeting.
- Obtain a medical certificate if the 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 the 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/workshops at Tabor.
- In case of any physical threat or the school has a lock-down, inform the Professional Experience Office as soon as it is safe to do so.

5. Liaise between the mentor teacher and the Tabor liaison to organise and arrange Tabor liaison observation visits and Round-Table meetings.

6. 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 withdrawal of the preservice teacher from this Professional Experience.

1.3.2 The Mentor Teacher

Mentor teachers are practising teachers who are considered able to model competent teaching practice and management skills and 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 preservice teachers to meet Tabor program requirements and to engage in teaching and learning activities that require a steadily increasing standard of teaching practice.
- Assist preservice teachers in planning, programming and IT access.
- Assist preservice teachers to understand the ethos and expectations of the school and, where appropriate, the school system, e.g. Department for Education.
- Assist in the preservice teachers' development of reflective skills.
- Evaluate preservice teachers' effectiveness continuously and provide written and oral feedback on their performance.
- Liaise with the Tabor liaison on all aspects of the preservice teachers' in-school program.
- Participate in the assessment process with the preservice teacher and Tabor liaison, providing formal reports on student progress. PLEASE NOTE that the full range on the assessment continuum is available for every Professional Experience.

The in-school experience of the preservice teachers 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 on performance as soon after each lesson as possible.
- Pinpoints specific strengths and areas for growth with suggestions for consolidation or 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-preservice-teachers>

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

1.3.3 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 the school activities.

- Ensure that the mentor teacher is well informed of their roles.
- Monitor the general effectiveness of the Tabor in-school program and provide suggestions for its improvement as desired.
- Take an active interest in the development of preservice teachers, providing them with input and feedback and participating in the appraisal of their activities as needed.
- Provide a comment and verification for the *Final Professional Experience Placement Report*.

1.3.4 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 teachers 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.
- Acting as a participant in the assessment of preservice teachers in the school.
- Contributing to the professional development of preservice teachers by helping them appreciate the links between theory and practice, collaboratively working alongside them, 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.
- Negotiating and facilitating the completion of the *Final Professional Experience Placement Report*.
- Provide a *Tabor Liaison Assessment Report* within seven days of completion of the Professional Experience.

Please note, for the **INTERNSHIP BLOCK** the Tabor liaison will normally visit the school on the following occasions:

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

In Week 3 of the block: Observe the preservice teacher, give feedback and discuss the program and lesson planning requirements. Initiate TTPA discussion (refer section 3.1.1).

In Week 4 of the block: Meet with the preservice teacher and mentor teacher (First Round-Table meeting) to discuss the progress of the preservice teacher, determine areas of growth and readiness to commence the three-week full-time teaching block. FORM RT1 to be completed at this meeting. Select TTPA.

In Week 7 of the block: Observe the preservice teacher and give feedback.

In Week 8 of the block: Meet with the preservice teacher and mentor teacher (Second Round-Table meeting) to complete the Second Round-Table FORM RT2 and discuss the mentor teacher's *Final Professional Experience Placement Report*. Finalise assessment of TTPA.

At a pre-arranged time if required to assess the TTPA.

2 THE INTERNSHIP

2.1 Purpose and Approach of Internship

The preservice teacher will continue to appreciate the need to integrate theory and practice as he/she engages in full-time practical teaching responsibilities and, on successful completion of this Professional Experience, will be able to:

1. Operate at an appropriate professional and ethical level in all aspects of the teaching and learning process according to the APST Graduate Standards, demonstrating competence, autonomy and responsibility for professional knowledge, practice and engagement as a Primary/ Secondary Years classroom teacher.
2. Diagnose and effectively cater holistically for the individual learning and wellbeing needs of Primary/ Secondary Years students.
3. Engage effective communication and relational skills to work collegially and respectfully with peers, higher education staff and with all relevant members of the Professional Experience host school community.
4. Critically reflect on their teaching impact (in relation to the graduate APST) on school student learning.
5. Evidence completion of an effective teaching cycle of planning, teaching, assessing and reflecting in relation to the TTPA.

Preservice teachers will develop increased competence and skills through practical involvement in the teaching process.

The preservice teacher will work in close collaboration with his/her mentor teacher and will receive regular visits from the Tabor liaison for the purposes of support and assessment.

The mentor teacher will discuss, guide and monitor the preservice teacher's progress, using checklists indicating requisite competencies.

The Tabor liaison will observe the preservice teacher's performance during the Internship, and discuss progress and other issues with the preservice teacher. Other lecturers and tutors may share in this process.

2.2 Internship Experience Timetable – All Courses

TERM 1, Week 0 and 1 (Primary only)

'Beginning of School Year' (BSY) observation – preferably one (1) day in the week when teachers return to school and one (1) day in the week when students return to school.

TERM 1 and 2 (Semester 1 to be completed in Term 1, Semester 2 to be completed in Terms 1 and 2)

For Bachelor of Education, at least eight (8) days (including BSY) and for Master of Teaching, at least three (3) days (including BSY), pre-Professional Experience block, as negotiated with the school, for classroom observation.

TERM 2 or 3 (Semester 1 to be completed in Term 2, Semester 2 to be completed in Term 3)

INTERNSHIP Professional Experience Block

| Week of Professional Experience block | Program |
|---------------------------------------|---|
| 1 | Mainly observations with 5–10 teaching sessions. Refer to "Week 1 of the INTERNSHIP Block" on the next page of the handbook. Tabor liaison telephones or visits* school to meet school coordinator and mentor teacher/s. |
| 2 | 10–15 teaching sessions. Refer to "Weeks 2 – 4 of the INTERNSHIP Block" on the next page of the handbook. |
| 3 | 10–15 teaching sessions Tabor liaison visits* to observe lesson; gives feedback; discuss TTPA. |
| 4 | 15-20 teaching sessions Tabor liaison visits: First Round-Table meeting. (Complete Form RT1)* Selection of TTPA. |
| 5 | Full teaching load. Refer to "Weeks 5-7 of the INTERNSHIP Block" on the next page of the handbook. |
| 6 | Full teaching load |
| 7 | Full teaching load Tabor liaison visits* to observe lessons; gives feedback. |
| 8 | Reduced teaching load - time devoted to professional development. Refer to "Week 8 of the INTERNSHIP Block" on the next page of the handbook. Mentor teacher(s) completes Form RT2 (during the Second Round-Table meeting) and completes the Final Professional Experience Placement Report. Preservice teacher submits comment for Final Professional Experience Placement Report. Tabor liaison completes Form RT2 (during the Second Round-Table Meeting) and the Tabor Liaison Assessment Report and TTPA assessment. |
| 9 | Preservice teacher attends Internship Experience Workshops – Week 1 Mentor teacher submits Final Professional Experience Placement Report School Coordinator verifies the Final Professional Experience Placement Report. A link will be emailed to the school coordinator once mentor teacher and preservice teacher submit their sections. |
| 10 | Preservice teacher attends Internship Experience Workshops – Week 2 |

* The Timetable is the recommended program. Should changes need to be made, Tabor liaisons may arrange to visit at other mutually convenient times.

2.3 Requirements of Internship

This Internship Professional Experience comprises a block of 40 days/eight weeks plus observation/planning days as outlined in *The Structure of the Final INTERNSHIP Professional Experience* section in this handbook. During this time, the preservice teacher will extend, develop and reflect on a wide range of competencies. They will begin their Internship block by classroom observation and progressively move on to teach single lessons and consecutive lessons, then teach for half-days, full days and, eventually, for full weeks. **This is a minimum requirement.**

TERM 1 and 2

(Semester 1 Internship to be completed in Term 1, Semester 2 Internship to be completed in Term 1 and 2)

The preservice teacher should visit the school on **at least** eight days for Bachelor of Education or three days for Master of Teaching to meet the mentor teacher(s), negotiate the teaching assignment, and arrange practicalities (e.g. access to workspace, photocopying, teaching resources, etc.). In particular, the topic and timetabling of the major subject units should be finalised so that the preservice teacher can develop their unit plans and materials.

TERM 2 or 3, Weeks 1 – 8 (Semester 1 to be completed in Term 2, Semester 2 to be completed in Term 3)

The preservice teacher will be at the school on a full-time basis for eight weeks of the term.

It is crucial that the preservice teacher negotiates with the mentor teacher(s) and the Tabor liaison, a teaching load that is mutually satisfactory. Normally, the teaching involvement would be expected to develop as follows:

Week 1 of the INTERNSHIP Block

Mainly observation, but the preservice teacher should be sufficiently familiar with the school and class to be able to plan, teach and evaluate 1 to 2 lessons per day from early in the week (i.e. **5 to 10 teaching sessions for this week**). Other opportunities should be taken to help the mentor teacher(s) during lessons, e.g. one to one assistance to students. It is important that time be taken for learning from structured observation and for careful reflection upon, and evaluation of, their own teaching efforts. Negotiation and preparation for the major teaching units should be completed.

Weeks 2 - 4 of the INTERNSHIP Block

At least 10 to 15 lessons per week, increasing to 15 to 20 teaching sessions by Week 4 is suggested, including half-days and whole days.

By the end of Week 4 the preservice teacher could accept responsibility for some whole sessions, e.g. morning to recess. This should give experience in lesson changeovers, variation in approaches, motivational activities, and refreshing lesson breaks.

Weeks 5 - 7 of the INTERNSHIP Block

For these three weeks, for **Primary** a full teaching load is required and **Secondary**, approximately 80% of a full teaching load **. The preservice teacher will have full access to non-instruction time (N.I.T.) and any other support normally available to the mentor teacher(s). During these weeks the planned curriculum units should be taught and evaluated.

***As an example of 80% of a secondary teacher's full time load: every school has a different timetable formulation – number of lessons per day, number of NIT lessons given per subject etc. This example assumes a 7 lesson day and 5 lessons per subject timetable. The teacher will have one additional lesson for NIT – thus 6 lessons per subject x 5 subjects (classes). That equals 30 lessons out of 35 (the rest would be taken up with homegroup lessons). For the preservice teacher, 80% of that is 24 lessons of actual teaching required whilst on Internship. The rest of the time in a week would be allocated to 5 lessons for homegroup (if the mentor teacher has one) and 6 lessons for preparation/admin.*

Week 8 of the INTERNSHIP Block

The teaching load should be reduced during this final week. The remaining available time should be devoted to professional development: gathering teaching resources, observing and/or assisting in other classes, meeting with teachers or parents, finalising the *Final Professional Experience Placement Report*, etc.

Please note: If there is a need to further demonstrate underdeveloped skills, it could be appropriate for the preservice teacher to remain on a full teaching load during this final week.

TERM 2 or 3, Weeks 9 – 10 – Internship Experience Workshops

The preservice teacher will need to be available for workshops on the Tabor campus in the two (2) weeks following the placement. TTPA Phase 4 is assessed by a panel on campus, and the preservice teacher is expected to submit their reflection phase 4 proforma by Friday of week 9, to allow time for the panel to read before their interview.

3 ASSESSMENT AND REPORTING

3.1 Assessment Requirements

Preservice teachers undertaking this Professional Experience are enrolled in the **INTERNSHIP EXPERIENCE** unit as part of the Bachelor of Education or Master of Teaching award.

3.1.1 Internship Experience

The following components must be fulfilled in order to receive a **PASS** grade overall:

1. ATTENDANCE

Full-time attendance is required throughout the year (in-school activities, the Early Career Seminar and the Internship Experience Workshops). Preservice teachers should not assume that additional days to make up absences will be available or approved. **Variation from the block may only be made by negotiation in writing with the Tabor Professional Experience Office.**

2. Internship Experience Assessment

Task 1

PROFESSIONAL EXPERIENCE (50%)

Each preservice teacher will be required to undertake an observation and teaching program as outlined in this handbook.

In order for a preservice teacher to pass the INTERNSHIP Professional Experience, a final overall rating of at least SATISFACTORY (meets Standard) must be awarded by both the mentor teacher and the Tabor liaison, and for all seven (7) APST Standards.

Task 2

PROFESSIONAL EXPERIENCE Cumulative ePORTFOLIO (20%)

This is marked concurrently with the Professional Experience report to verify all seven APST Standards and 37 focus areas have been met.

Due Date: No later than three weeks after the completion of the Internship

Task 3

Tabor Teaching Performance Assessment TTPA (30%) (See TTPA Preservice Teacher Handbook)

The preservice teacher's performance in relation to Graduate APST and evidence of impact on (school) student learning is assessed during and after the Internship block and comprises four phases of a teaching cycle, each of which must be successfully passed. The preservice teacher will need to submit a proforma for each phase:

- Phase 1 - Planning
- Phase 2 - Teaching
- Phase 3 - Assessing
- Phase 4 - Reflecting

Tabor Teaching Performance Assessment TTPA

The preservice teacher will collate and submit the following pieces of evidence (as a minimum):

- Phase 1 Planning - Unit/ Lesson plans and associated annotated work
- Phase 2 Teaching – Recorded audio or video of their teaching and accompanying justification
- Phase 3 Assessing – Assessments and annotated work
- Phase 4 Reflecting – Reflection paper

All evidence collated will be uploaded online to Mahara for moderation.

3.2 Lesson Plans

Full lesson plans will be expected for at least 2 lessons per day in the first three (3) weeks when advance notice of such lessons is given by the mentor teacher. Lesson note formats 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 on the website at learn.tabor.edu.au go to *Study > Education > Professional Experience* (see format at the end of this handbook).

Once this skill is clearly evident, and with the approval of the mentor teacher and Tabor liaison, this written preparation may be reduced to a day sheet format containing lesson purposes and key teaching points.

Such approval is normally given after the preservice teacher has demonstrated to their mentor teacher and Tabor liaison that lesson purposes are being **consistently** achieved, effective management is being established, and the preservice teacher can evaluate their own teaching performance competently.

A lesson plan should be made available to the Tabor liaison for observation lessons.

3.3 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.

Please Note: The final assessment of the preservice teacher includes all Professional Experience days.

In assessing growth against the criteria contained in the report, consider that a preservice teacher can attain the full range of ratings for this Professional Experience.

The **Final Professional Experience Placement Report** has check boxes along a continuum that are to be marked to show the final rating. Please only check one box. For each Standard (1-7) of the Australian Professional Standards for Teachers section, it is important that an **overall** competency is selected from either Unsatisfactory, Emerging, Satisfactory, Good or Outstanding in the comment box.

It is acceptable that the mentor teacher's rating may differ from the Tabor liaison's rating. If this occurs, it merely reflects the different perspectives and roles of the mentor teacher and Tabor liaison.

In order to pass the INTERNSHIP Professional Experience a final overall rating of at least SATISFACTORY (meets Standards) must be awarded by both the mentor teacher and the Tabor liaison, and for all seven (7) APST Standards.

PLEASE NOTE: A preservice teacher who unsuccessfully completes a Professional Experience will only be provided with a second attempt at the discretion of the Dean of Education or delegate. To gain a second attempt, the preservice teacher will need to apply in writing and demonstrate the rationale for providing a repeat Professional Experience. An Action Plan must be attached to the application.

If a repeat Professional Experience is offered, the preservice teacher must re-enrol in the corresponding unit and complete all components.

3.4 Student at Risk Procedure

This procedure is designed to identify preservice teacher difficulties on Professional Experience and to facilitate support. If any preservice teacher is perceived to be at risk of not attaining a rating of at least SATISFACTORY (meets Standard), the mentor teacher is to contact the Professional Experience Office as soon as possible. Tabor will implement the Student at Risk procedure in consultation with the Tabor liaison.

3.5 Evaluation of Teaching Competence

The evaluation process should be cooperative, 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.

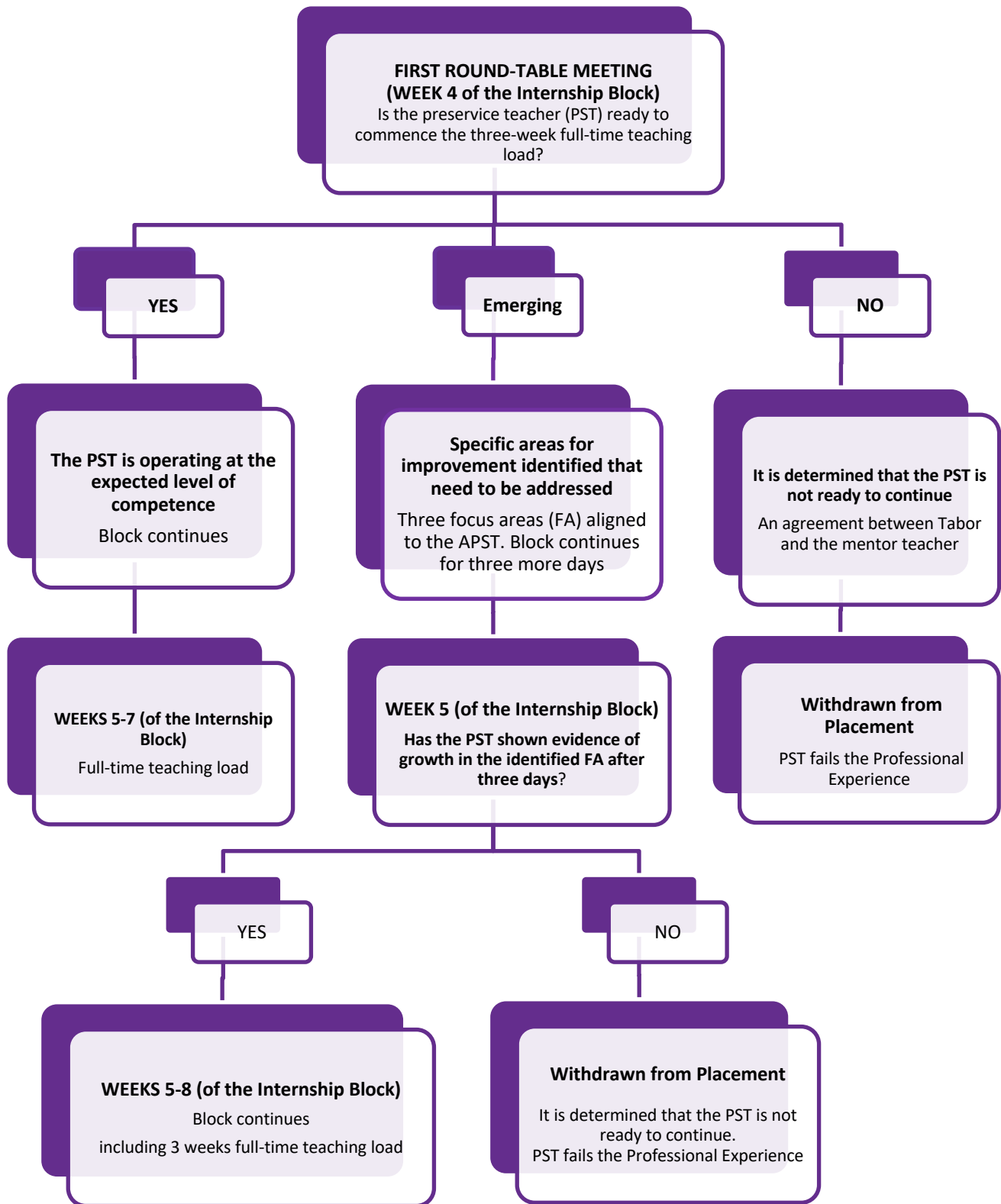
The reporting documentation reflects the Australian Professional Standards for Teachers, Graduate Career Stage. The Standards are contained in the Second Round-Table Form and the *Final Professional Experience Placement Report* and should be used as a basis for discussions.

3.5.1 First Round-Table Meeting

- 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.
- Preservice teachers need to encourage mentor teachers to prepare for the First Round-Table meeting by thinking about explicit areas where progress can be demonstrated.
- If the preservice teacher has concerns at any time, these are to be discussed with the mentor teacher and or Tabor liaison as appropriate.
- If difficulties emerge, the preservice teacher will be notified and these issues discussed as soon as possible. The preservice teacher will receive both written and verbal feedback relating to any concerns the mentor teacher has prior to the First Round-Table meeting.
- If, at any time during the Professional Experience, the mentor teacher and/or the Tabor liaison think the preservice teacher is at an unsatisfactory standard and is at risk of failing, then they should invoke the Student At Risk procedure (refer to the *Student at Risk Procedure* Section of this handbook).
- A formative report (**FORM RT1**) is completed by the mentor teacher, preservice teacher and Tabor liaison during the First Round-Table Meeting which takes place in the fourth week of the Internship block. **For Secondary preservice teachers, a separate FORM RT1 should be completed for each Teaching Area.** A link to the form will be emailed to the mentor teacher from the Professional Experience Office.
- The mentor teacher and Tabor liaison, together with the preservice teacher, discuss the progress of the preservice teacher. During the meeting, some specific mutually agreed goals should emerge 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.
- During the First Round-Table meeting, the preservice teacher's readiness to commence the three weeks full-time* teaching block will be assessed. See the flowchart on the following page.
- **The mentor teacher is responsible for ensuring that the FORM RT1 is submitted at the conclusion of the First Round-Table meeting.**
- Decision on selection of participants and submission of TTPA link on FORM RT1.

* Refer to the 'Requirements of Internship' section of this handbook for an example of a full-time teaching load for Secondary school settings.

3.5.2 Flowchart Procedure for Students to Progress on Professional Experience



3.5.3 Second Round-Table Meeting

During the Second Round-Table meeting (held in the final days of the Professional Experience) the **FORM RT2** is to be completed. The mentor teacher(s) and Tabor liaison will determine the final rating for the preservice teacher. The Competency Rating in FORM RT2 should be used as a guide for your discussions and assist you in arriving at the Final Rating. For Secondary preservice teachers, a separate FORM RT2 should be completed for each Teaching Area. A link to the form will be emailed to the mentor teacher from the Professional Experience Office.

3.6 The Professional Experience Report

The formal summative ***Final Professional Experience Placement Report*** is a significant document which may be used in rating applicants for employment.

The evaluation rating given on the *Final Professional Experience Placement Report* will, in most cases, be the same as that determined at the Second Round-Table meeting. **However, if there is a variation to this rating, all participants (preservice teacher, school coordinator, mentor teacher and Tabor liaison) will be involved in discussing the rationale for change.**

The ***Final Professional Experience Placement Report*** has check boxes on a continuum which are to be marked to show the final rating. For each Standard (1-7) of the Australian Professional Standards for Teachers, it is important that an **overall** competency is selected from either Unsatisfactory, Emerging, Satisfactory, Good or Outstanding.

Please adhere to the following steps for the ***Final Professional Experience Placement Report***:

- i. **Complete** the form via the link which will be emailed to the mentor teacher by the Professional Experience Office
- ii. **Submit** the form to Tabor within **one** week of the completion of the Professional Experience. For **Internship Experience** preservice teachers who want to commence employment the following term, the report should be returned promptly to enable them to finalise their course requirements and subsequently apply for registration with the Teachers Registration Board of South Australia.

PLEASE NOTE

- The preservice teacher will access the form via their Sonia login and submit their section of the report.
- Please take note that Secondary preservice teachers will **require one form for each Teaching Area**.
- A link to the *Final Professional Experience Placement Report* form will be emailed to the school coordinator, for verification and optional comment, once the mentor teacher and preservice teacher have submitted their sections.

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 45 days.** In the case where more than one mentor teacher works with a preservice teacher, the school coordinator will negotiate proportions accordingly.

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
- 2) Click on **Study** from the main menu, and select **Education** from the drop down list. You will find the **Professional Experience** site listed here.
- 3) 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 *Final Professional Experience Placement Report* 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 *Final Professional Experience Placement Report* 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 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* and 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. They are also required to follow the instructions of mentor teachers and school coordinators to this end.

Preservice teachers should never be left completely on their own. Even where a mentor teacher is absent from the room to allow the more advanced preservice teacher to be "in charge", arrangements should be made with a neighbouring teacher to monitor the behaviour of the class. It should be noted that the statutory regulations require that a registered teacher be in charge of the class at all times.

As a rule, preservice teachers and mentor teachers should adhere to the following guidelines:

- Establish expectations clearly and early. State the "do's and don'ts" simply.
- Should high-risk activities or situations arise, intervene immediately.
- Where a potentially dangerous activity is being conducted, preservice teachers should not be left alone. Ensure that appropriate safety procedures are in place.
- Should mentor teachers decide to leave the class, they should:
 - (a) Notify the preservice teacher of their exact whereabouts and means of contact.
 - (b) Identify action should assistance be required.
 - (c) Identify key participants from whom to seek assistance.
 - (d) Ensure that the procedures are clearly understood by the preservice teacher and clarify the circumstances under which assistance might be sought.
 - (e) Inform the neighbouring teacher of the situation.

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.

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:

6.2 Australian Professional Standards for Teachers, Graduate Marking and Assessment Tool

It is important for a mentor teacher to identify a preservice teacher who is not demonstrating an appropriate level of teaching competence. If a preservice teacher passes the Internship Experience Professional Experience, it signals that the preservice teacher is ready to apply for registration as a beginning teacher to the Teachers Registration Board of South Australia.

| Outstanding | Good | Satisfactory (meets Standard) | Emerging (below Standard but working towards) | Unsatisfactory |
|--|--|--|---|---|
| <p>Preservice Teachers practice indicates:</p> <ul style="list-style-type: none"> Consistent and continual application of knowledge and understanding of Standard Active engagement, participation and initiative of action Effective execution with high level of impact on student learning Independent, intuitive and appropriate response to context, situation and learning needs | <p>Preservice Teachers practice indicates:</p> <ul style="list-style-type: none"> Regular and effective application of knowledge and understanding of Standard Active participation of action Effective execution with a significant level of impact on student learning Appropriately responds to context, situation and learning needs with little or no assistance. | <p>Preservice Teachers practice indicates:</p> <ul style="list-style-type: none"> Regular application of knowledge and understanding of Standard with some assistance Active participation with guided instruction Effective execution with moderate level of impact on student learning Responds to context, situation and learning needs with some assistance Meets standard; Ready to Teach | <p>Preservice Teachers practice indicates:</p> <ul style="list-style-type: none"> Inconsistent or occasional application of knowledge and understanding with irregular reference to the Standard A developing proficiency through guided participation of action Limited level of impact on student learning Responds to context, situation and learning needs with structured assistance Approaching Standard; Not Ready to Teach | <p>Preservice Teachers practice indicates:</p> <ul style="list-style-type: none"> Consistently fails to demonstrate the application of knowledge and understanding of the Standard Little, or no measurable impact on student learning Not responsive to context, situation and learning needs or intervention |

Standard 1: Know students and how they learn

| Focus Area | Outstanding | Good | Satisfactory (meets Standard) | Emerging | Unsatisfactory |
|--|---|---|--|--|----------------|
| <p>1.1 Physical, social and intellectual development and characteristics of students</p> <p><i>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</i></p> | <p>PSTs practice consistently and effectively demonstrates a firm knowledge and understanding of students' physical, social and intellectual development and its effect on their learning, both anticipating and responding considerately and appropriately in devising and implementing developmentally suitable learning experiences.</p> | <p>PSTs practice regularly demonstrates their knowledge of their students' physical, social and intellectual learning, responding by devising and implementing developmentally appropriate learning experiences.</p> | <p>PSTs practice occasionally demonstrates an awareness of their students' physical, social and intellectual development and its effect on their learning; inconsistency in both devising and implementing developmentally appropriate learning experiences.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of their students' physical, social and intellectual development and its effect on their learning and makes no attempts to address this within their practice.</p> | |
| <p>1.2 Understand how students learn</p> <p><i>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of research into how students learn by actively seeking out collegial advice and research on engaging students and initiating curricular and pedagogical changes as a result.</p> | <p>PSTs practice regularly demonstrates their awareness of research into how students learn; makes attempts at consultation with colleagues and research perspectives as well as implementing best practices within their practice.</p> | <p>PSTs practice occasionally demonstrates an awareness of research into how students learn, rarely consults with colleagues or research perspectives and makes no attempts to address this within their practice.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of research into how students learn, rarely consults with colleagues or research perspectives and makes no attempts to address this within their practice.</p> | |
| <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p><i>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</i></p> | <p>PSTs practice consistently and effectively demonstrates consideration for student diversity, and initiates planning, reflection and implementation of teaching strategies to address identified learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> | <p>PSTs practice regularly demonstrates their awareness of student diversity, makes attempts to plan, reflect upon and implement teaching strategies in response to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> | <p>PSTs practice occasionally demonstrates an awareness of student diversity; inconsistent evidence of planning, reflection on and implementation of teaching strategies responding to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of student diversity; provides no evidence of planning, reflection on or participation within strategies through which to address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> | |
| <p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p><i>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.</i></p> | <p>PSTs practice consistently and effectively demonstrates broad knowledge and understanding of the impact and importance of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander background, displaying initiative by consulting with research and actively seeking out perspectives to develop and implementing teaching strategies in support of ATSI students and perspectives.</p> | <p>PSTs practice regularly demonstrates their awareness of the impact and importance of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander background; and makes attempts to engage perspectives and implement teaching strategies in support of ATSI students.</p> | <p>PSTs practice occasionally demonstrates an awareness of the impact and importance of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander background; fails to either engage such perspectives or attempt to implement within their practice.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the impact and importance of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander background; fails to either engage such perspectives or attempt to implement within their practice.</p> | |
| <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p><i>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</i></p> | <p>PSTs practice consistently and effectively demonstrates knowledge and understanding of specific learning needs by initiating and/or developing adaptive and differentiated planning and delivery of teaching for individual students and across a range of abilities.</p> | <p>PSTs practice regularly demonstrates their awareness of specific learning needs; makes attempts to differentiate their planning and teaching delivery to students across a range of abilities.</p> | <p>PSTs practice occasionally demonstrates an awareness of specific learning needs; inconsistent in efforts to differentiate in planning and delivery of teaching activities for students across a range of abilities.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of specific learning needs; provides no evidence of differentiation in planning or the delivery of teaching activities to students across a range of abilities.</p> | |

| | | | | | |
|---|--|---|--|---|--|
| <p>1.6 Strategies to support full participation of students with disability <i>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</i></p> | <p>PSTs practice consistently and effectively demonstrates their broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability by initiating planning with IEPs and NEPs, actively engaging classroom support systems and colleagues to address student disability within the classroom.</p> | <p>PSTs practice regularly demonstrates a broad knowledge and understanding of legislative requirements and teaching strategies that support participation with disability by participating within planning through IEPs and NEPs, classroom support systems and colleagues to address student disability within the classroom.</p> | <p>PSTs practice regularly demonstrates their awareness of the legislative requirements and teaching strategies that support participation and learning of students with disability by making attempts at planning through IEPs and NEPs, consulting classroom support systems and colleagues to support student disability.</p> | <p>PSTs practice occasionally demonstrates an awareness of the legislative requirements and teaching strategies that support participation and learning of students with disability; inconsistent application in consultation of IEPs and NEPs, classroom support systems and colleagues.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the legislative requirements and teaching strategies that support participation and learning of students with disability.</p> |
|---|--|---|--|---|--|

Standard 2 – Know the content and how to teach it.

| <p>Focus Area</p> | <p>Outstanding</p> | <p>Good</p> | <p>Satisfactory (meets Standard)</p> | <p>Emerging</p> | <p>Unsatisfactory</p> |
|--|---|--|---|--|--|
| <p>2.1 Content and teaching strategies of the teaching area <i>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of the concepts, substance and structure of the learning area by initiating and/or actively engaging in the planning, sourcing, adaptation and delivery of teaching strategies and documentation for both units and individual lessons.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of the concepts, substance and structure of the learning area through active participation in the planning, sourcing, adaptation and delivery of teaching strategies and documentation for both units and individual lessons.</p> | <p>PSTs practice regularly demonstrates their awareness of the concepts, substance and structure of the learning area; makes attempts to plan, source, adapt and deliver teaching strategies and documentation to clarify learning content within units and individual lessons.</p> | <p>PSTs practice occasionally demonstrates an awareness of the concepts, substance and structure of the learning area; is inconsistent in efforts to plan, source, adapt and deliver teaching strategies and documentation to clarify learning area content within units and individual lessons.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the concepts, substance and structure of the learning area; provides no evidence of planning, sourcing, adaptation or effective documentation of teaching strategies or content clarification.</p> |
| <p>2.2 Content Selection and organisation <i>Organise content into an effective learning and teaching sequence</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of content selection and organisation by initiating and/or actively engaging in the selection and development of effective learning techniques and teaching sequences. Communicates aspects of scope and sequence with parents, caregivers and involved parties.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of content selection and organisation; actively participates in the selection and development of effective learning techniques and teaching sequences. Communicates aspects of scope and sequence with parents, caregivers and involved parties.</p> | <p>PSTs practice regularly demonstrates their awareness of content selection and development of effective learning techniques and teaching sequences.</p> | <p>PSTs practice occasionally demonstrates their awareness of content selection and organisation; makes attempts to select and organise learning sequences, though inconsistent in effectiveness.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of learning area content selection or organisation; provides little or no evidence of participation in the development of learning techniques and teaching sequence or the communication of relevant scope and sequencing information to parents, caregivers and involved parties.</p> |
| <p>2.3 Curriculum, assessment and reporting <i>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of curriculum; initiates, actively engages in the use of formative and summative assessment and reporting to design learning sequences and lesson plans in their practice.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of curriculum; actively participates in the use of formative and summative assessment and reporting to design learning sequences and lesson plans in their practice.</p> | <p>PSTs practice regularly demonstrates their awareness of their knowledge and understanding of curriculum; makes attempts to select and develop the use of formative and summative assessment and reporting to design learning sequences and lesson plans in their practice.</p> | <p>PSTs occasionally demonstrates an awareness of curriculum, assessment and reporting; initiates and actively engages in the use of formative and summative assessment and reporting to design learning sequences and lesson plans in their practice.</p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of curriculum; initiates and actively engages in the use of formative and summative assessment and reporting to design learning sequences and lesson plans in their practice.</p> |
| <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians. <i>Demonstrate broad knowledge of understanding of, and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</i></p> | <p>PSTs practice consistently and effectively demonstrates and communicates their knowledge and understanding of the importance of ATSI perspectives; actively seeks out and acts upon opportunities to develop and include ATSI perspectives and promote reconciliation, where possible, within their practice.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of the importance of ATSI perspectives; actively participates in seeking out opportunities to develop and include ATSI perspectives and promote reconciliation, where possible, within their practice.</p> | <p>PSTs practice regularly demonstrates their awareness of the importance of ATSI perspectives; makes attempts to develop and include ATSI perspectives and promote reconciliation.</p> | <p>PSTs practice occasionally demonstrates an awareness of ATSI perspectives within the learning area; inconsistent in efforts to develop and include ATSI perspectives and promote reconciliation.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of ATSI perspectives; provides no evidence of seeking further knowledge, perspectives or the promotion of reconciliation.</p> |

| | | | | | |
|---|--|--|--|--|--|
| <p>2.5 Literacy and numeracy strategies <i>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of literacy and numeracy teaching strategies and initiates the development and implementation of resources for their application within the learning area.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of literacy and numeracy teaching strategies; actively participates in the development and implementation of resources for their application within the learning area.</p> | <p>PSTs practice regularly demonstrates their awareness of literacy and numeracy teaching strategies; consistently attempts to develop and implement resources for their application within the learning area.</p> | <p>PSTs practice occasionally demonstrates an awareness of literacy and numeracy teaching strategies; makes inconsistent attempts to develop and implement resources for their application within the learning area.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of literacy and numeracy teaching strategies; provides limited or no evidence of attempts to develop and implement either numeracy or literacy within the learning area.</p> |
| <p>2.6 Information and Communication Technology (ICT) <i>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of ICTs and ICT strategies; initiates and actively engages in their development and usage of ICT strategies within the planning and the delivery of learning.</p> | <p>PSTs practice regularly and effectively demonstrates their knowledge and understanding of ICTs and ICT strategies; actively participates in the development and usage of ICT strategies within the planning and the delivery of learning.</p> | <p>PSTs practice regularly demonstrates their awareness of ICTs and ICT strategies; makes attempts to use ICT strategies for personal research, planning and delivery of content.</p> | <p>PSTs practice occasionally demonstrates an awareness of ICTs and ICT strategies; inconsistent in attempts to use ICTs in personal research, planning and delivery of content.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of ICTs and ICT strategies; provides limited or no evidence of the use of ICTs to research, plan or deliver learning content.</p> |

Standard 3 – Plan for and implement effective Teaching and Learning

| <p>Focus Area</p> | <p>Outstanding</p> | <p>Good</p> | <p>Satisfactory (meets Standard)</p> | <p>Emerging</p> | <p>Unsatisfactory</p> |
|---|--|--|--|---|--|
| <p>3.1 Establishing challenging learning goals <i>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of learning goals; initiates and develops challenging, though achievable, learning goals within lesson and unit plans in anticipation of identified learning needs and student abilities.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of learning goals by actively participating in the development of challenging and achievable learning goals in response to learning needs and student abilities.</p> | <p>PSTs practice regularly demonstrates their awareness of learning goals; makes attempts to set challenging and achievable learning goals in response to learning needs and student abilities.</p> | <p>PSTs practice occasionally demonstrates an awareness of learning goals; inconsistent in attempts to set challenging and achievable learning goals in response to learning needs and student abilities.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of learning goals; provides limited or no evidence of the setting planning or development of learning goals or responses to student need or ability.</p> |
| <p>3.2 Plan, structure and sequence learning programs <i>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</i></p> | <p>PSTs practice consistently and effectively demonstrates their lesson structure and understanding of and actively engages in the reflection on and development of sequences of student learning marked by content and best practice teaching strategies in anticipation of student learning needs and ability.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of lesson structure and planning; actively participates in the development of sequences of student learning marked by content and best practice teaching strategies in response to student learning needs and ability.</p> | <p>PSTs practice regularly demonstrates their awareness of lesson structure and planning; makes attempts to develop sequences of learning to address student learning needs and ability.</p> | <p>PSTs practice occasionally demonstrates an awareness of lesson structure and planning; inconsistent efforts at planning and sequencing learning to address student learning needs and ability.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of lesson structure and planning; provides limited or no evidence of planning or sequencing to address student learning needs and ability.</p> |
| <p>3.3 Use teaching strategies <i>Include a range of teaching strategies.</i></p> | <p>PSTs practice consistently and effectively demonstrates their range of teaching strategies within the classroom; both initiates and actively engages in the development and delivery of content through a range of teaching strategies that engage students in learning activities.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of a range of teaching strategies within the classroom; actively engages in the development and delivery of content through a range of best practice teaching strategies that engage students in learning activities.</p> | <p>PSTs practice regularly demonstrates their awareness of a range of teaching strategies within the classroom; makes attempts to develop and deliver learning content through a range of teaching strategies.</p> | <p>PSTs practice occasionally demonstrates an awareness of a range of teaching strategies within the classroom; practice indicates an inconsistent and/or limited use of a range of teaching strategies.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of a range of teaching strategies within the classroom; provides no evidence of student engagement through a range of teaching strategies.</p> |

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|--|--|--|---|---|
| <p>3.4 Select and use resources</p> <p><i>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of a range of resources that engage students in learning; initiates, researches and develops a range of resources that are used within the classroom to engage students in their learning.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of a range of resources that engage students in learning; actively engages in developing and delivering content which engages students in their learning.</p> | <p>PSTs practice occasionally demonstrates an awareness of a range of resources that engage students in learning; inconsistent attempts to locate and deliver content using strategies which engage students in their learning.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the range of resources to engage students in their learning; provides no evidence of research into or the use of classroom strategies, including ICTs, to engage their students.</p> |
| <p>3.5 Use effective classroom communication</p> <p><i>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of effective classroom communication; practice displays a wide and diverse range of verbal and non-verbal communication strategies in anticipation of and in response to students in their classroom. Students are clear on requirements of the classroom, on their instructions and respond effectively.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of effective classroom communication; attempts to use a range of verbal and non-verbal communication strategies to provide clarity of instruction and communicate the requirements of the classroom.</p> | <p>PSTs practice occasionally demonstrates an awareness of communication; practice displays the inconsistent use of a range of verbal and non-verbal communication strategies to provide clarity of instruction and communicate the requirements of the classroom.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of strategies of classroom communication; provides no evidence of a range of communication strategies and students are not engaged.</p> |
| <p>3.6 Evaluate and improve teaching programs</p> <p><i>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of strategies of evaluation to improve student learning; initiates and actively engages in research on evaluation, developing and using multiple strategies to evaluate and adapt teaching programs and practice to improve student learning.</p> | <p>PSTs practice regularly demonstrates their awareness of strategies of evaluation to improve student learning; makes attempts to use varying strategies to evaluate and adapt teaching programs and practice to improve student learning.</p> | <p>PSTs practice occasionally demonstrates an awareness of strategies of evaluation to improve student learning; inconsistent effort to use evaluative strategies in the classroom or in the adaptation of teaching programs or practice to improve student learning.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of strategies of evaluation to improve student learning; provides no evidence of using evaluative strategies or of the adaptation of teaching programs or practice as a result.</p> |
| <p>3.7 Engage parents/carers in the educative process</p> <p><i>Describe a broad range of strategies for involving parents/carers in the educative process.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of strategies to engage parents and carers in the educative process; initiates regular communication with parents and carers through novel methods and established channels, engages their perspectives and responds to their feedback in a timely manner.</p> | <p>PSTs practice regularly demonstrates their awareness of strategies to engage parents and carers in the educative process; makes attempts to communicate with parents through established channels and makes efforts to engage their perspectives within the classroom.</p> | <p>PSTs practice occasionally demonstrates an awareness of strategies to engage parents and carers in the educative process; inconsistent in communication with parents through established channels.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of strategies to engage parents and carers in the educative process; provides no evidence of communication with parents and carers through established channels or the engagement of parent perspectives.</p> |

Standard 4 - Create and maintain supportive and safe learning environments

| Focus Area | Outstanding | Good | Satisfactory (meets Standard) | Emerging | Unsatisfactory |
|--|--|---|--|---|--|
| <p>4.1 Support student participation <i>Identify strategies to support inclusive student participation and engagement in classroom activities.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of student engagement and participation; initiates and actively engages in the identification, development and implementation of strategies to support and promote inclusive student participation and engagement in classroom activities.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of student engagement and participation; actively participates in the identification, development and implementation of strategies to support and promote inclusive student participation and engagement in classroom activities.</p> | <p>PSTs practice regularly demonstrates their awareness of student engagement and participation; makes attempts to participate in the identification, development or implementation of strategies to support inclusive student participation and engagement in classroom activities.</p> | <p>PSTs practice occasionally demonstrates an awareness of student engagement and participation; inconsistent in their attempts to participate in the identification or implementation of strategies to support inclusive student participation and engagement in classroom activities.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of student engagement and participation; provides no evidence of efforts to identify strategies or participation in efforts to support inclusive student participation and engagement in classroom activities.</p> |
| <p>4.2 Manage classroom activities <i>Demonstrate the capacity to organise classroom activities and provide clear directions.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of effective management of classroom activities; initiates and actively engages in the organisation, development and execution of clear and effective classroom experiences.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of effective management of classroom activities; actively participates in the organisation, development and execution of clear and effective classroom experiences.</p> | <p>PSTs practice regularly demonstrates their awareness of effective management of classroom activities; makes attempts to organise and execute clear and effective classroom experiences.</p> | <p>PSTs practice occasionally demonstrates an awareness of effective management of classroom activities; inconsistent in efforts to organise and execute clear and effective classroom experiences.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of effective management of classroom activities; provides no evidence of efforts to organise, reflect upon or execute clear and effective classroom experiences.</p> |
| <p>4.3 Manage challenging behaviour <i>Demonstrate knowledge of practical approaches to manage challenging behaviour.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of the management of challenging student behaviour; initiates and actively engages in the development and execution of practical approaches to manage challenging student behaviour.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of the management of challenging student behaviour; actively participates in the development and execution of practical approaches to manage challenging student behaviour.</p> | <p>PSTs practice regularly demonstrates their awareness of the management of challenging student behaviour; makes attempts to participate in the development and execution of practical approaches to manage challenging student behaviour.</p> | <p>PSTs practice occasionally demonstrates an awareness of the management of challenging student behaviour; inconsistent in attempts to develop or execute practical approaches to manage challenging student behaviour.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the management of challenging student behaviour; provides no evidence of the development or execution of practical approaches to manage challenging student behaviour.</p> |
| <p>4.4 Maintain student safety <i>Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of procedures to maintain student safety; initiates and actively engages in the identification, development and implementation of strategies that anticipate and support students' well-being and safety, working within school and/or system, curriculum and legislative requirements.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of procedures to maintain student safety; actively participates in the identification, development and implementation of strategies that anticipate and support students' well-being and safety working within school and/or system, curriculum and legislative requirements.</p> | <p>PSTs practice regularly demonstrates their awareness of procedures to maintain student safety; makes attempts to participate in the identification, development and implementation of strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.</p> | <p>PSTs practice occasionally demonstrates an awareness of understanding of procedures to maintain student safety; inconsistent in efforts to identify, develop or implement strategies to support students' well-being and safety.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of understanding of procedures to maintain student safety; provides no evidence of participation in strategies to support students' well-being and safety, or working within school and/or system, curriculum and legislative requirements.</p> |
| <p>4.5 Use ICT safely, responsibly and ethically <i>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.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of the safe and responsible use of ICTs; initiates and/or actively engages with relevant issues within student use of Information Communication Technologies and identifies, develops and implements strategies to support the safe, responsible and ethical use of ICT.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of the safe and responsible use of ICTs; participates in the engagement with relevant issues within student use of Information Communication Technologies and identifies, develops and implements strategies to support the safe, responsible and ethical use of ICT.</p> | <p>PSTs practice regularly demonstrates their awareness of the safe and responsible use of ICTs; to engage with relevant issues within student use of Information Communication Technologies and participates in strategies to support the safe, responsible and ethical use of ICT.</p> | <p>PSTs practice occasionally demonstrates an awareness of the safe and responsible use of ICTs; inconsistent in addressing the relevant issues within student use of Information Communication Technologies as well as in participation within strategies to support the safe, responsible and ethical use of ICT.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the safe and responsible use of ICTs; provides no evidence of engagement with the relevant issues within student use of Information Communication Technologies or of their participation within strategies to support the safe, responsible and ethical use of ICT.</p> |

Standard 5 – Assess, Provide Feedback and Report on Student Learning

| Focus Area | Outstanding | Good | Satisfactory (meets Standard) | Emerging | Unsatisfactory |
|--|--|--|--|---|---|
| <p>5.1 Assess student learning <i>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of assessment of student learning; initiates and actively engages in the planning, development, modification and implementation of formal, informal, diagnostic, formative and summative assessments to improve student outcomes.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of assessment of student learning; actively participates in the development, modification and implementation of formal, informal, diagnostic, formative and summative assessments to improve student outcomes.</p> | <p>PSTs practice regularly demonstrates their awareness of assessment of student learning; makes attempts to participate in the modification and implementation of formal, informal, diagnostic, formative and summative assessments to improve student outcomes.</p> | <p>PSTs practice occasionally demonstrates an awareness of assessment of student learning; inconsistent in efforts to implement formal, informal, diagnostic, formative and summative assessments to improve student outcomes.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of assessment of student learning; provides no evidence of participation within, implementation of assessments to</p> |
| <p>5.2 Provide feedback to students on their learning <i>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of effective student feedback by initiating and actively engaging in various processes of formal and informal feedback which anticipate and respond to student need and support their development within the learning area through timely and appropriate feedback.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of effective student feedback; actively participates in processes of formal and informal feedback which respond to student need and support their development within the learning area through timely and appropriate feedback.</p> | <p>PSTs practice regularly demonstrates their awareness of effective student feedback; makes attempts to engage in processes of formal and informal feedback which respond to student need and support their development within the learning area through timely and appropriate feedback.</p> | <p>PSTs practice occasionally demonstrates an awareness of effective student feedback; is inconsistent in efforts to engage in processes of formal and informal feedback to support the development of students within the learning area.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of effective student feedback; provides no evidence of any attempt to provide timely and appropriate feedback.</p> |
| <p>5.3 Make consistent and comparable judgements <i>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of professional judgement of learning; initiates and actively engages in the application of and reflection upon processes of assessment moderation in order to improve the capacity and accuracy of consistent and comparable judgements of student learning.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of consistent and comparable professional judgement of learning; actively participates in the application of and reflection upon processes of assessment moderation in order to improve the capacity and accuracy of consistent and comparable judgements of student learning.</p> | <p>PSTs practice regularly demonstrates their awareness of consistent and comparable professional judgements of learning; makes attempts at the application of and reflection upon processes of assessment moderation in order to improve the capacity and accuracy of consistent and comparable judgements of student learning.</p> | <p>PSTs practice occasionally demonstrates an awareness of consistent and comparable professional judgements of learning; inconsistent in efforts to apply and reflect upon processes of assessment moderation in order to improve the capacity and accuracy of consistent and comparable judgements of student learning.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of consistent and comparable professional judgements of learning; provides no evidence of either reflection upon or application of comparable judgements of student learning.</p> |
| <p>5.4 Interpret student data <i>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of student data and its effective interpretation; initiates and actively engages in the development, interpretation and use of student assessment data to evaluate student learning and modify teaching practice.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of student data and its effective interpretation; actively participates in the development, interpretation and use of student assessment data to evaluate student learning and modify teaching practice.</p> | <p>PSTs practice regularly demonstrates their awareness of student data and its effective interpretation; makes attempts at the interpretation and use of student assessment data to evaluate student learning and modify teaching practice.</p> | <p>PSTs practice occasionally demonstrates an awareness of student data and its effective interpretation; inconsistent in efforts to interpret and/or use student assessment data to evaluate student learning and modify teaching practice.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of student data and its effective interpretation; provides no evidence of attempts at interpretation or use of student assessment data to evaluate student learning and modify teaching practice.</p> |
| <p>5.5 Report on student achievement <i>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.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of reporting on student achievement; initiates and actively engages within a range of strategies for reporting to students and parents/carers, keeping detailed, accurate and reliable records of communication and student achievement.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of reporting on student achievement; actively participates within a range of strategies for reporting to students and parents/carers, keeping accurate and reliable records of communication and student achievement.</p> | <p>PSTs practice regularly demonstrates their awareness of reporting on student achievement; makes attempts at using a range of strategies for reporting student achievement to students and parents/carers.</p> | <p>PSTs practice occasionally demonstrates an awareness of reporting on student achievement; inconsistent in efforts to engage with strategies for reporting student achievement to students and parents/carers.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of reporting on student achievement; provides no evidence of engaging with strategies for reporting student achievement or records of communication with students and parents/carers.</p> |

Standard 6 – Engage in Professional Learning

| Focus Area | Outstanding | Good | Satisfactory (meets Standard) | Emerging | Unsatisfactory |
|--|--|--|--|--|---|
| <p>6.1 Identify and plan professional learning needs <i>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of identifying their own professional learning needs; initiates and actively engages in reflection on their professional learning needs and the development of professional directions through the use of the Australian Professional Standards for Teachers.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of the importance of identifying their own professional learning needs; actively participates in reflection on their professional learning needs and the development of professional directions through the use of the Australian Professional Standards for Teachers.</p> | <p>PSTs practice regularly demonstrates their awareness of the importance of identifying their own professional learning needs; makes attempts to participate in reflection on their professional learning needs and the development of professional directions through the use of the Australian Professional Standards for Teachers.</p> | <p>PSTs practice occasionally demonstrates an awareness of the importance of identifying their own professional learning needs; inconsistent in efforts to address professional learning needs or professional learning directions through the use of the Australian Professional Standards for Teachers.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the importance of identifying their own professional learning needs; provides no evidence of addressing professional learning needs or professional learning directions, nor of engagement with of the Australian Professional Standards for Teachers.</p> |
| <p>6.2 Engage in professional learning and improve practice <i>Understand the relevant and appropriate sources of professional learning for teachers.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of the importance of professional learning to improve their practice; initiates and actively engages in professional learning, researching and identifying opportunities to improve their practice.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of the importance of professional learning to improve their practice; actively participates in professional learning, researching and identifying opportunities to improve their practice.</p> | <p>PSTs practice regularly demonstrates their awareness of the importance of professional learning to improve their practice; makes attempts to participate in either professional learning or research to identify opportunities to improve their practice.</p> | <p>PSTs practice occasionally demonstrates an awareness of the importance of professional learning to improve their practice; inconsistent in efforts to participate in either professional learning or research to identify opportunities to improve their practice.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the importance of professional learning to improve their practice; provides no evidence of participation within professional learning experiences, or of research into such opportunities to improve their practice.</p> |
| <p>6.3 Engage with colleagues and improve practice <i>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of professional and collegial engagement to improve their practice; initiates and actively engages in collegial discussion for feedback on their practice, providing and responding to constructive feedback to improve teaching practices.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of professional and collegial engagement to improve their practice; actively participates in collegial discussion for feedback on their practice, responding to constructive feedback to improve teaching practices.</p> | <p>PSTs practice regularly demonstrates their awareness of professional and collegial engagement to improve their practice; makes attempts to participate in collegial discussion for feedback on their practice, responding to constructive feedback to improve teaching practices.</p> | <p>PSTs practice occasionally demonstrates an awareness of professional and collegial engagement to improve their practice; inconsistent in their participation in collegial discussion for feedback on their practice, as well as their responses to constructive feedback to improve teaching practices.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of professional and collegial engagement to improve their practice; provides no evidence of professional discussion to elicit feedback, nor of responses to constructive feedback.</p> |
| <p>6.4 Apply professional learning and improve student learning <i>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of the application of professional learning; initiates and actively engages in the application of and reflection upon professional learning and its implications for the improvement of their practice and student learning.</p> | <p>PSTs practice regularly demonstrates the application of professional learning; actively participates in the application of and reflection upon professional learning and its implications for the improvement of their practice and student learning.</p> | <p>PSTs practice regularly demonstrates their awareness of the application of professional learning; makes attempts to participate in the application of and reflection upon professional learning and its implications for the improvement of their practice and student learning.</p> | <p>PSTs practice occasionally demonstrates an awareness of the application of professional learning; inconsistent in their efforts to participate in the application of or reflection upon professional learning and its implications for the improvement of their practice and student learning.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the application of professional learning; provides no evidence of the application of professional learning, nor reflection on its implications for the improvement of their practice and student learning.</p> |





Standard 7 – Engage Professionally with Colleagues, parents/carers and the community

| Focus Area | Outstanding | Good | Satisfactory (meets Standard) | Emerging | Unsatisfactory |
|---|---|---|--|---|--|
| <p>7.1 Meet professional ethics and responsibilities <i>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of professional ethics and responsibilities; initiates and actively engages in ethical and appropriate professional interactions with colleagues, parents, students and the curriculum and applying the key principles described in codes of ethics and conduct for the teaching profession.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of professional ethics and responsibilities; actively participates in ethical and appropriate professional interactions with colleagues, parents, students and the curriculum and applying the key principles described in codes of ethics and conduct for the teaching profession.</p> | <p>PSTs practice regularly demonstrates their awareness of professional ethics and responsibilities; makes attempts to engage colleagues, parents, students and the curriculum guided by the key principles described in codes of ethics and conduct for the teaching profession.</p> | <p>PSTs practice occasionally demonstrates an awareness of professional ethics and responsibilities; inconsistent in the application of the key principles described in codes of ethics and conduct for the teaching profession with colleagues, parents, students and the curriculum.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of professional ethics and responsibilities; provides no evidence of the application of the key principles described in codes of ethics and conduct for the teaching profession within interactions with colleagues, parents, students and the curriculum.</p> |
| <p>7.2 Comply with legislative, administrative and organisational requirements <i>Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of legislative, administrative and organisational requirements; initiates and actively engages in reflection upon and integration of relevant legislative, administrative and organisational policies, processes and professional requirements into both their pedagogy and practice.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of legislative, administrative and organisational requirements; actively participates in reflection upon and integration of relevant legislative, administrative and organisational policies, processes and professional requirements into both their pedagogy and practice.</p> | <p>PSTs practice regularly demonstrates their awareness of legislative, administrative and organisational requirements; on and integrate relevant legislative, administrative and organisational policies, processes and professional requirements into both their pedagogy and practice.</p> | <p>PSTs practice occasionally demonstrates an awareness of legislative, administrative and organisational requirements; inconsistent in attempts to reflect upon and integrate relevant legislative, administrative and organisational policies, processes and professional requirements into both their pedagogy and practice.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of legislative, administrative and organisational requirements; provides no evidence of reflection of or engagement with relevant legislative, administrative and organisational policies, processes and professional requirements into both their pedagogy and practice</p> |
| <p>7.3 Engage with the parents/carers <i>Understand strategies for working effectively, sensitively and confidentially with parents/carers.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of the importance of engagement with parents/carers; initiates and actively engages in positive and constructive interactions with parents/carers, developing and/or executing strategies to effectively, sensitively and confidentially work with parents/carers.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of the importance of engagement with parents/carers; actively participates positive and constructive interactions with parents/carers, developing and/or executing strategies to effectively, sensitively and confidentially work with parents/carers.</p> | <p>PSTs practice regularly demonstrates their awareness of the importance of engagement with parents/carers; makes attempts to interact positively and constructively with parents/carers, and/or execute strategies to effectively, sensitively and confidentially work with parents/carers.</p> | <p>PSTs practice occasionally demonstrates an awareness of the importance of engagement with parents/carers; inconsistent in efforts to interact positively and constructively with parents/carers, or in executing strategies to effectively, sensitively and confidentially work with parents/carers.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of the importance of engagement with parents/carers; provides no evidence of positive or constructive interactions with parents/carers, or of participation within strategies to effectively, sensitively and confidentially work with parents/carers.</p> |
| <p>7.4 Engage with professional teaching networks and broader communities <i>Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</i></p> | <p>PSTs practice consistently and effectively demonstrates their knowledge and understanding of professional teaching networks and broader communities; initiates and actively engages with relevant external professional networks, community representatives and materials/information to broaden their professional learning and practice.</p> | <p>PSTs practice regularly demonstrates their knowledge and understanding of professional teaching networks and broader communities; actively participates in engagements with relevant external professional networks, community representatives and materials/information to broaden their professional learning and practice.</p> | <p>PSTs practice regularly demonstrates their awareness of professional teaching networks and broader communities; makes attempts to engage with relevant external professional networks, community representatives and materials/information to broaden their professional learning and practice.</p> | <p>PSTs practice occasionally demonstrates an awareness of professional teaching networks and broader communities; inconsistent in their effort to engage with relevant external professional networks, community representatives and materials/information to broaden their professional learning and practice.</p> | <p>PSTs practice consistently fails to demonstrate either knowledge or an awareness of professional teaching networks and broader communities; provides no evidence of engagement with relevant external professional networks, community representatives or materials/information to broaden their professional learning and practice.</p> |

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NUMBER #1 IN AUSTRALIA

For student overall satisfaction in undergraduate
and postgraduate levels!

| | TABOR COLLEGE | NATIONAL AVERAGE |
|---|---------------|------------------|
|  TEACHING QUALITY | 94% | 81% |
|  STUDENT SUPPORT | 94% | 71% |
|  SKILLS DEVELOPMENT | 94% | 81% |
|  OVERALL STUDENT EDUCATIONAL EXPERIENCE | 92% | 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: QILT Student Experience Survey 2023; National average includes all other universities and non-university Higher Education Institutions ¹
Course Experience Questionnaire (CEQ) 2023 ²

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