BEGINNING TEACHING THEORY
Professional Experience
Participant Handbook
2016

Bachelor of Education
PRIMARY (P4)
SECONDARY (S4)

Master of Teaching
PRIMARY (P2)
SECONDARY (S2)

ADELAIDE CAMPUS
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Dear Pre-Service Teachers and School Coordinators,

This handbook provides the essential information for Pre-Service Teachers to successfully complete the BEGINNING TEACHING THEORY Professional Experience, and for School Coordinators to productively contribute to this outcome. This year’s handbook includes:

- The roles and responsibilities of all participants during this Professional Experience;
- An overview and description of the BEGINNING TEACHING Professional Experience;
- The dates of the BEGINNING TEACHING Professional Experience placement for the current year; and,
- How Pre-Service Teachers will be evaluated during this Professional Experience placement.

I encourage Pre-Service Teachers, Mentor Teachers and School Coordinators to familiarise themselves with this resource, including reviewing the responsibilities (including legal requirements) related to Pre-Service Teachers and their roles in schools.

While the handbook contains copies of all forms used during the Professional Experience, these are for your information only and official copies of the forms will be emailed to School Coordinators. These forms are also available to download from our website at learn.tabor.edu.au by following the links from School & Subject Listing > Education > Professional Experience.

All Pre-Service Teachers are required to obtain a Department for Communities and Social Inclusion Child-Related Employment Screening (DCSI clearance) prior to and covering all Professional Experience placements. Pre-Service Teachers are responsible for ensuring that they have a current DCSI clearance and should be prepared to produce original documentary evidence of this clearance upon request. It is also the Pre-Service Teacher’s responsibility to advise Tabor of any incident or issues that may jeopardise the validity of any previously obtained DCSI clearance.

Since Professional Experience placements are a core component of Pedagogy subjects, Pre-Service Teachers are expected to comply with the following requirements of Tabor in this regard;

- If a Pre-Service Teacher requires leave of absence for any time during a Professional Experience placement they must make written application to the Professional Experience Office. If permission is given, a change in Professional Experience attendance will then be considered with due consideration to the school and Professional Experience requirements of the placement.
- All Professional Experience placements are at the discretion of the host school. The host school reserves the right to terminate any placement with or without notice. If a host school believes that their students are being disadvantaged or are placed at-risk as a result of a Pre-Service Teacher’s placement, their students’ needs will be prioritised and the placement will be managed accordingly.
- Tabor reserves the right to withdraw Pre-Service Teachers from Professional Experience placements. There are a variety of reasons why this might occur (for example, concerns about Professional Knowledge, Professional Practice or Professional Engagement – Australian Professional Standards for Teachers: Graduate Standards 1-7). Wherever possible, termination of a placement will only follow a process for identifying and sharing concerns, opportunities for Pre-Service Teachers to respond to this feedback by implementing changes and a review process.

Pre-Service Teachers prosper in knowledge, skills and capacity from an integrated approach to Professional Experience. This means strong collaboration between Pre-Service Teachers, school based staff and the Tabor Professional Experience Team.

On behalf of the Tabor team, I look forward to supporting you in your roles and to making this placement a valuable teaching and learning experience for all.

Regards,

Dr. Chad Morrison

Professional Experience Coordinator
School of Education, Tabor
ADELAIDE CAMPUS PROFESSIONAL EXPERIENCE CONTACTS

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All School of Education Professional Experience Documents are available on the Tabor Online website at

learn.tabor.edu.au

Follow the links from School & Subject Listing > Education > Professional Experience
## BEGINNING TEACHING THEORY PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Semester 1: 30 March – 15 June, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required No. of Days</td>
<td>10 single day weekly visits (Wednesdays)</td>
</tr>
</tbody>
</table>

### Aim
To provide Pre-Service Teachers with a holistic experience of a school. Pre-Service Teachers will be able to gain first-hand knowledge through observation, experience and participation in the different components of a school.

### Method
Pre-Service Teachers will become part of the whole school community over two terms. In Semester 1, Pre-Service Teachers will get to know and appreciate the school culture, looking for opportunities to add to the life of the school. Throughout Terms 1 and 2, Pre-Service Teachers will be involved in the general running of the school. This may include involvement (at varying levels and under the supervision of teachers/leadership) in the following areas:

- Tutoring students (small group / individual)
- Observing/working with administration staff
- Observing/working with School Support Officers
- Working with special education/LAP classes
- Observing/assisting non contact teachers
- Observing/assisting with canteen
- Observing/working with maintenance staff
- Observing/working with the library/resource centre
- Understand the concepts of sequencing of curriculum and methodology by observing, assisting and participating in the working of the classroom from Reception to Senior School.
- Communicating with parents / uniform shop / Parents & Friends Committee
- Being involved with the extra-curricular life of the school e.g. sports teams, debating, SRC Meetings, sport & swimming carnival, school fete, Drama/Musical productions, Excursions, Special Days (e.g. Grandparents day)

Pre-Service Teachers will also be responsible for proactively engaging in various parts of school life and completing requirements of the school program. The School Coordinator is responsible for the implementation of a program that meets the school’s needs, while incorporating the above. An example program is available on the Tabor Online Website.

### Practical Details:
When Pre-Service Teachers arrive at the school it is suggested that they are provided with an induction, including any health and occupational safety information. They would then benefit from being placed with a ‘buddy teacher’, someone who would initially oversee their first few visits. From there the program would be established and the ‘buddy teacher’ would then introduce the Pre-Service Teacher to the next teacher/staff member, ensuring a smooth transition. This ‘passing on’ of the Pre-Service Teacher by introducing them to the next staff member should provide a relational process and ensure the Pre-Service Teacher is aware of where and with whom they will work each week. A Tabor Education lecturer will also be available during this time to answer any questions or concerns.

During Term 2, the School Coordinator, in consultation with Tabor, will:

- Determine if the Pre-Service Teacher is ready for a three-week classroom Professional Experience
- Supply the Mentor Teacher(s) details on the School Statement Report.

The School Coordinator is to return the School Statement Report to Tabor by the end of Week 7 of Term 2, Friday 17th June 2016.
BEGINNING TEACHING PRACTICE PROFESSIONAL EXPERIENCE

TERM 3 Pre-Service Teachers who successfully complete BEGINNING TEACHING THEORY will subsequently be enrolled in BEGINNING TEACHING PRACTICE and continue their Professional Experience in the same school. This is included for your future reference.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Semester 2: 4 single day weekly visits 3 - 24 August 2016 (Wednesday)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 day block 29 August – 16 September, 2016</td>
</tr>
<tr>
<td>Required No. of Days</td>
<td>19 days comprising 4 single day weekly visits plus a 3-week block</td>
</tr>
</tbody>
</table>

Aim

This Professional Experience follows on from BEGINNING TEACHING THEORY. It occurs in the same school but is now concentrated within the classroom setting which provides an opportunity to build knowledge and skills, which in turn will build confidence. The Pre-Service Teacher will be involved in a wide range of the practicalities of the classroom e.g. lesson transitions, administrative procedures, student behaviour management. Accordingly, the focus is placed on using a small number of teaching experiences/lessons to ensure that the Pre-Service Teacher experiences and develops skills in preparing, teaching, reflecting. This sequence will develop the teaching competence and confidence of the Pre-Service Teacher.

Secondary Pre-Service Teachers only: Lesson content for this Professional Experience should focus on the Pre-Service Teacher’s Subject Area(s) where possible.
During this Professional Experience, the Pre-Service Teacher will be supported by a Tabor Liaison.

Method

Four days Observation:
The Pre-Service Teacher is to spend one day per week for four weeks in the school prior to the teaching block, during which they should:

- Familiarise themselves with safety policies, behaviour management policies etc.
- Spend time observing in the classroom, meeting students and the Mentor Teacher.

Three Week Block:

Week 1:
The Pre-Service Teacher should, in consultation with the Mentor Teacher, initially begin program and lesson planning for Weeks 2 & 3 and, where possible, assist the teaching of a minimum of one lesson each day to a small group of students. Each lesson will be planned using the lesson plan format provided.
The Mentor Teacher observes each lesson and provides written feedback using the Mentor’s feedback book. It is important, even if only for a few minutes, to discuss this feedback with the Pre-Service Teacher (Pre-Service Teachers need to be sensitive to the limited time and resources of the Mentor Teacher and negotiate regular feedback sessions that are manageable for both participants).
When the Pre-Service Teacher is not teaching, they should use the time to observe the Mentor Teacher and/or other Teachers (by negotiation), recording their reflections, support the teacher, engage with learners and engage across the site.

Week 2 & 3:
Primary Pre-Service Teachers should teach at least two lessons each day and Secondary Pre-Service Teachers should teach at least 10 lessons per week. The content for these lessons needs to be negotiated and discussed in advance. Lesson plans should be detailed and well presented.
The Mentor Teacher observes each lesson and provides written feedback using the Mentor’s feedback book.
It is the Tabor Liaison’s responsibility to ensure that the Form RT1 and Form RT2 are returned to the Tabor Professional Experience Office.
### 2016 PROFESSIONAL EXPERIENCE CALENDAR BEGINNING TEACHING (Adelaide)

<table>
<thead>
<tr>
<th><strong>SEM 1</strong></th>
<th><strong>SCHOOL TERM DATES &amp; HOLDS</strong></th>
<th><strong>BEGINNING TEACHING THEORY (10 Days)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
<td></td>
<td></td>
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<tr>
<td>JAN 25</td>
<td></td>
<td><strong>Term</strong></td>
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<tr>
<td>FEB 01</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>FEB 08</td>
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<td><strong>Break</strong></td>
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<tr>
<td>FEB 15</td>
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<td>FEB 22</td>
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<td>FEB 29</td>
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<td>MAR 07</td>
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<td>MAR 14</td>
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<td>MAR 21</td>
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<td>APR 04</td>
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<td>APR 18</td>
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<td>APR 25</td>
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<tr>
<td>MAY 02</td>
<td></td>
<td><strong>Term</strong></td>
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<tr>
<td>MAY 09</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>MAY 16</td>
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<td>MAY 23</td>
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<tr>
<td>MAY 30</td>
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<tr>
<td>JUN 06</td>
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<td>JUN 13</td>
<td></td>
<td><strong>Tabor</strong></td>
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<tr>
<td>JUN 20</td>
<td></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>JUN 27</td>
<td></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>JUL 04</td>
<td></td>
<td><strong>Break</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SEM 2</strong></th>
<th><strong>SCHOOL TERM DATES &amp; HOLDS</strong></th>
<th><strong>BEGINNING TEACHING PRACTICE (19 Days)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
<td></td>
<td><strong>Term</strong></td>
</tr>
<tr>
<td>JUL 11</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>JUL 18</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>JUL 25</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>AUG 01</td>
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<td><strong>Break</strong></td>
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<td>AUG 08</td>
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<td><strong>Break</strong></td>
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<td>AUG 15</td>
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<td><strong>Break</strong></td>
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<td>AUG 22</td>
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<td><strong>Break</strong></td>
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<tr>
<td>AUG 29</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>SEPT 05</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>SEPT 12</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>SEPT 19</td>
<td></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>SEPT 26</td>
<td></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>OCT 03</td>
<td></td>
<td><strong>Term</strong></td>
</tr>
<tr>
<td>OCT 10</td>
<td></td>
<td><strong>Break</strong></td>
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<tr>
<td>OCT 17</td>
<td></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>OCT 24</td>
<td></td>
<td><strong>Break</strong></td>
</tr>
</tbody>
</table>

**LEGEND:**

^ DECED (Department of Education and Child Development) Schools begin

*P Preferred week for Tabor Liaison’s Preliminary visit to observe Pre-Service Teacher and guide/discuss planning process

*2 Preferred week for Tabor Liaison’s Second visit to observe Pre-Service Teacher

® Preferred weeks for Round-Table meetings

*** Mentor Teacher Assessment Recommendation (MTAR) due at Tabor
ROLES AND RESPONSIBILITIES OF PARTICIPANTS

The Pre-Service Teacher

Any placement requests must always be directed to the Tabor Professional Experience Office. Pre-Service Teachers must NOT directly contact school personnel with placement requests. It is Tabor policy that Pre-Service Teachers not be placed in schools where close relatives attend or work or where they themselves work or have attended in the last five years. All placements are at the discretion of the Professional Experience Office.

It is expected that the Pre-Service Teacher will have read and fully understood the requirements for each Professional Experience before they begin their placement. If they experience any obstacles in meeting the requirements they are to speak to their School Coordinator or Tabor Professional Experience Office for support.

The Pre-Service Teacher has signed a declaration prior to their placement that they know of no reason why they should not be going into a school for Professional Experience placement.

The Pre-Service Teacher has a responsibility to:

- **Be responsible and considerate.**
  - Make every effort to meet all personal responsibilities and to minimise disruptive impacts on the work of others.
  - Check and follow procedures for such things as paying for refreshments, phone calls and photocopying, and borrowing and returning books, teaching aids and resources.
  - Establish the desired arrival time at school and adhere to it. Similarly, any time commitments within the school should be met conscientiously.

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

- **Display Professional behaviour at all times.**
  - Follow the professional behaviour of other teachers, especially in relation to school students.
  - Adhere to the host school’s code of conduct for staff.

- **Attend all designated in-school days and activities deemed appropriate/necessary.**

  If unable to attend on any occasion, the Pre-Service Teacher should:
  - Notify the School Coordinator before 8:00am on the day,
  - Notify Tabor Professional Experience Office as early as possible on that day,

  The Pre-Service Teacher will be required to make up these days as soon as possible in negotiation with Tabor and the School Coordinator. This must not be on a day when they have any lectures at Tabor.

- **Negotiate ANY change to the Professional Experience** with the school and the Professional Experience Office in writing.

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**PLEASE NOTE:** Non-compliance with the above roles and responsibilities may result in the Pre-Service Teacher being withdrawn from this Professional Experience.
The Pre-Service Teacher   Continued

Responsibilities for BEGINNING TEACHING THEORY:

☐ Observe for 10 single days in the school as outlined in BEGINNING TEACHING THEORY lectures.

☐ Ensure that the *Professional Experience BEGINNING TEACHING THEORY (Semester 1) Log Form* is completed and signed *at the conclusion of each Observation Day* by the Mentor Teacher or relevant school personnel.

☐ Return the *Professional Experience BEGINNING TEACHING THEORY (Semester 1) Log Form* to the Professional Experience Office by the end of Semester 1. Any missed days should be made-up and all completed *Professional Experience BEGINNING TEACHING THEORY (Semester 1) Log Forms* must be submitted to the Professional Experience Office by Friday 17th June 2016.

The School Staff

Under the supervision of the School Coordinator, the Pre-Service Teacher will be allocated to various areas within the school, including the library, maintenance, canteen, front office, as well as with classroom teachers. The Pre-Service Teacher should experience the tasks and functions of the area where they are placed for a day. Each area within the school plays a vital role in the school community and this experience should assist the Pre-Service Teacher to understand and appreciate the varied tasks and responsibilities carried out in the area of the school and the importance that this area has within the whole school community.

The School Coordinator (Principal or delegate)

The School Coordinator has the responsibility to:

- Implement the program within the school.
- Assist the Pre-Service Teacher to organise a program for the 10 weekly visits. Blank forms are available on the Tabor Online Website at learn.tabor.edu.au (follow the links from School & Subject Listing > Education > Professional Experience).
- Ensure that organisational and physical arrangements are attended to, so that the Pre-Service Teachers have a working space, access to resources, and acceptance within school activities.
- Ensure that the allocated School Staff are well informed of their roles.
- Monitor the general effectiveness of the Tabor in-school program and provide suggestions for its improvement as desired.
- Take active interest in the development of Pre-Service Teachers, providing them with input and feedback and participate in the appraisal of their activities as needed.
- Return the School Statement to Tabor by Friday 17th June 2016.

If the School Coordinator has *any* concerns it is imperative that they:

1. Communicate those concerns as soon as possible with the Pre-Service Teacher and
2. Contact the Professional Experience Office at Tabor as soon as possible.

EVALUATION OF BEGINNING TEACHING THEORY

The Participating School will generate a School Statement and may accept or decline the continuation of the Pre-Service Teacher into the BEGINNING TEACHING PRACTICE Term 3 Block. This decision is dependent on the School’s assessment of the Pre-Service Teacher’s professional conduct during the Semester 1 Observation phase. If the School determines that the Pre-Service Teacher is not ready, the BEGINNING TEACHING THEORY result will be a fail.
BEGINNING TEACHING THEORY SCHOOL STATEMENT – Adelaide Campus

Please complete the statement, then print, sign and fax OR scan & email this statement to Tabor, School of Education, Professional Experience Office by the end of Week 7 of Term 2 (Friday 17th June 2016).

Pre-Service Teacher: ___________________________ No. Days completed: ________ Semester 1, 2016

School: _______________________________________

School Coordinator: ______________________________

SCHOOL STATEMENT (School Coordinator to complete): Please indicate if the Pre-Service Teacher displayed appropriate conduct in the following areas and make comments as necessary. In order to proceed with a three week Professional Experience block, all areas need to meet an appropriate level.

<table>
<thead>
<tr>
<th>SCHOOL STATEMENT (School Coordinator to complete):</th>
<th>APPROPRIATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with Staff</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Relationships with Students</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Professional conduct</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Application to tasks</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Initiative</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Punctuality</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

Comments:

(Pre-Service Teacher Name) : ___________________________

(Place an X in the appropriate box)
☐ is ready ☐ is not ready

to undertake their BEGINNING TEACHING PRACTICE (Semester 2) placement.

PROFESSIONAL EXPERIENCE DETAILS FOR SEMESTER TWO:

Mentor Teacher 1: ___________________________ Year Level/Subject Area: ____________
Email: ___________________________

Mentor Teacher 2: ___________________________ Year Level/Subject Area: ____________
Email: ___________________________

Tabor
181 Goodwood Road
Millwood SA 5034
PO Box 1777
Unley SA 5061
Tel: (08) 8373 8777
Fax: (08) 8373 1766

Email: practicum@adelaide.tabor.edu.au
PAYMENT OF SCHOOLS AND SCHOOL COORDINATORS FOR BEGINNING TEACHING THEORY

This placement spans Semester One and incorporates the whole school community. Therefore, a single payment of $200 + GST per Pre-Service Teacher will be made to the school for allocation as the school chooses. The school needs to send an invoice to Tabor for this payment.

In addition, the School Coordinator may claim $100 + GST per first-year Pre-Service Teacher. This payment covers supervision for the entire First Year program (i.e. BEGINNING TEACHING THEORY AND BEGINNING TEACHING PRACTICE Professional Experiences). The school needs to send an invoice to Tabor for this payment.

LEGAL RESPONSIBILITIES DURING IN-SCHOOL ACTIVITIES

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 Pre-Service Teachers are given some responsibility for the students in their class, it must be recognised that they are only teachers in preparation under the control and supervision of a Mentor Teacher with whom they are placed. To this end, Mentor Teachers are ultimately responsible for the safety of the students. Pre-Service Teachers, however, are required to act with vigilance and caution, and work under the supervision of school staff to ensure the health, safety and well being of all students in their care.

The extent to which professional activities are delegated to Pre-Service Teachers by Mentor Teachers must be based on a careful assessment of the Pre-Service Teachers’ current progress and readiness to assume responsibility and always under the direct supervision of qualified staff.

Children’s Protection Act (1993): Notification of Abuse or Neglect

All Bachelor of Education Pre-service Teachers have completed the “Promoting safety and wellbeing” induction as recommended for tertiary students prior to the commencement of their BEGINNING TEACHING THEORY Professional Experience. All Master of Teaching Pre-Service Teachers have completed the full-day Responding to Abuse and Neglect – Education and Care course.

Refer to the Protective Practices for Staff in their Interactions with Students (Guidelines for Schools, Preschools and Out of Hours Care) document on the DECD website www.decd.sa.gov.au.
EMERGENCY CONTACT FORM
This form is to be completed by the Pre-Service Teacher and given to the School Coordinator on the first day of the Professional Experience.

Pre-Service Teacher's name: ________________________________

Emergency contact person(s) name: ________________________________

Relationship to Pre-Service Teacher: ________________________________

Emergency contact phone number: ________________________________

In case of emergency only, I ________________________________, (Pre-Service Teacher’s name) grant permission for staff to access immediate medical assistance (i.e. call an ambulance or medical practitioner) and notify my chosen Emergency contact person as deemed appropriate.

Signature: ________________________________

Date: ________________________________

Medicare number: ________________________________

Ambulance subscription: ________________________________

Important medical information that should be known about me:

List of known conditions: ________________________________

List of known allergies: ________________________________

Blood group: ________________________________

List of medication currently taken (including dosage): ________________________________

THIS FORM SHOULD BE RETURNED TO THE PRE-SERVICE TEACHER AT THE CONCLUSION OF THEIR PLACEMENT OR DISCARDED IN CONFIDENTIAL WASTE RECYCLING.
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS, GRADUATE Career Stage

PROFESSIONAL KNOWLEDGE

Standard 1 — Know students and how they learn
1.1 Physical, social and intellectual development and characteristics of students
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

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

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

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

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

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

Standard 2 — Know the content and how to teach it
2.1 Content and teaching strategies of the teaching area
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

2.2 Content selection and organisation
Organise content into an effective learning and teaching sequence.

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

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

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

2.6 Information and Communication Technology (ICT)
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

PROFESSIONAL PRACTICE

Standard 3 — Plan for and implement effective teaching and learning
3.1 Establish challenging learning goals
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

3.2 Plan, structure and sequence learning programs
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

3.3 Use teaching strategies.
Include a range of teaching strategies.

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

3.5 Use effective classroom communication
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.

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

3.7 Engage parents/carers in the educative process
Describe a broad range of strategies for involving parents/carers in the educative process.
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS, GRADUATE Career Stage
Continued

PROFESSIONAL PRACTICE  Continued
Standard 4 — Create and maintain supportive and safe learning environments
4.1 Support student participation
Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities
Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Manage challenging behaviour
Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4 Maintain student safety
Describe strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

Standard 5 — Assess, provide feedback and report on student learning
5.1 Assess student learning
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Provide feedback to students on their learning
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Make consistent and comparable judgements
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Interpret student data
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Report on student achievement
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

PROFESSIONAL ENGAGEMENT
Standard 6 — Engage in professional learning
6.1 Identify and plan professional learning needs
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2 Engage in professional learning and improve practice
Understand the relevant and appropriate sources of professional learning for teachers.
6.3 Engage with colleagues and improve practice
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 Apply professional learning and improve student learning
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Standard 7 — Engage professionally with colleagues, parents/carers and the community
7.1 Meet professional ethics and responsibilities
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Comply with legislative, administrative and organisational requirements
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 Engage with the parents/carers
Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4 Engage with professional teaching networks and broader communities
Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.