TEACHING IN DIVERSE SETTINGS
Professional Experience
Participant Handbook
2016

Bachelor of Education
PRIMARY (P4)
MIDDLE YEARS (M4)
SECONDARY (S4)
ADELAIDE CAMPUS
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Introduction

Dear Pre-Service Teacher, School Coordinator and Mentor Teacher,

This handbook is designed to provide you with all the information to enable a Pre-Service Teacher to complete a successful teaching Professional Experience, and for the School Coordinator and Mentor Teacher to support this process. Please ensure you have the current year’s handbook. It includes:

- The roles and responsibilities of all participants in this Professional Experience.
- Descriptions of TEACHING IN DIVERSE SETTINGS Professional Experience
- The dates of all Professional Experience for the current year
- A step by step guide to the process of a Professional Experience placement
- Expectations regarding lesson plans
- How the Pre-Service Teacher will be evaluated

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

While the handbook contains copies of all forms used during the Professional Experience, these are for your information only. Official copies of all forms will be emailed to the Mentor Teacher or are 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 complete a Department for Communities and Social Inclusion Child-Related Employment Screening prior to their first Professional Experience and any other subsequent one as required. Pre-Service Teachers should be prepared to produce original documentary evidence to their host school upon request. Pre-Service Teachers are responsible to ensure they have a current Child-Related Employment Screening. It is the Pre-Service Teacher’s responsibility to advise Tabor of any incident that may jeopardise the validity of an existing Child-Related Employment Screening.

Since the Professional Experience is a required component of Pedagogy subjects, the Pre-Service Teacher is expected to comply with the requirements of Tabor in this regard. Please note the following:

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

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

I wish you a fruitful and successful experience.

Dr. Chad Morrison
Coordinator of Professional Experience, School of Education
1  GENERAL INFORMATION

1.1  Adelaide Campus Contacts

Academic Staff

Dr. Frank Davies
Head of School of Education
Senior Lecturer – Pedagogy (Primary)
Email: fdavies@adelaide.tabor.edu.au

Tracey Price
Middle Years & Secondary Program Coordinator
Senior Lecturer – Pedagogy (Middle Years/Secondary)
Email: tprice@adelaide.tabor.edu.au

Professional Experience Office

Phone: 8373 8737
Facsimile: 8373 1766
Email: practicum@adelaide.tabor.edu.au

Dr. Chad Morrison
Professional Experience Coordinator

Jenny Cox
Professional Experience Administrator (Primary)

Yvonne Smuts
Professional Experience Administrator (Middle Years/Secondary)

All 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
1.2 Roles and Responsibilities of Participants

1.2.1 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 Mentor Teacher, School Coordinator or Tabor Liaison for support.

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,
  - Obtain a medical certificate if absence is for more than two days.

  If your absence is to be for more than one day, ensure that you advise your school and Tabor Professional Experience Office.

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

- **Declare that you know of no reason why you should not be going into a school for Professional Experience.**

**PLEASE NOTE:** Non-compliance with the above roles and responsibilities may result in the Pre-Service Teacher being withdrawn from this Professional Experience.
Suggestion to Pre-Service Teacher:
1. Highlight your roles and your Mentor Teacher’s roles in different colours throughout the relevant handbook.
2. Tick the boxes provided when you, or others, have completed the tasks.
3. Check your Professional Experience timetable for the date sequence of steps specific to your particular Professional Experience.

1.2.1.1 Lesson Plans
It is important for Pre-Service Teachers to learn and develop the skill of lesson plan preparation. It is expected that all Pre-Service Teachers will use the Tabor Format* to plan lessons in advance in their TEACHING IN DIVERSE SETTINGS Professional Experience.

It can be tempting for the Mentor Teacher to demonstrate leniency towards Pre-Service Teachers in providing lesson plans. However, Tabor would encourage every Mentor Teacher to guide their Pre-Service Teacher through this process and to expect well-written lesson plans for the majority of lessons taught by the Pre-Service Teacher.

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

1.2.1.2 Observation Tasks
You are encouraged to participate in some of the following observations to increase your depth of understanding:

- Write a thorough description of the classroom. Describe it in every detail. Record what you see (e.g. the classroom environment, the layout of the classroom, the teacher teaching), what you hear (e.g. how the students talk to the teacher and each other, how the students work, how the teacher works with the students) and what you feel (e.g. what feelings do this classroom, this teacher and these students generate within you?)

- Detail a day in the life of the teacher. How many different roles do they have during the day? Watch your teacher for the whole day and build up an accurate picture of how they spend their time.

- Watch a pair/group of students. Record what they do and say. Record how they interact with each other. What relationship do they have with each other? Give as much detail and information about them as you can, by only observing them. This exercise will take you at least an hour.

- Record all the different ways/strategies that the teacher uses to teach. How do they teach? What are they teaching? When do they teach – are they teaching all the time?

- How does the teacher ‘manage’ the students? Record strategies used for:
  - Gaining students’ attention
  - Organising students
  - Keeping students safe
  - Connecting with each student
  - Making sure students understand what is being taught
  - Encouraging students to stay on task
  - Ensuring that students complete their work
  - Teaching explicit curriculum content to a variety of students

1.2.1.3 Professional Experience Evidence Portfolios
Pre-Service Teachers are required to maintain a Professional Experience Evidence Portfolio. This portfolio will provide evidence of the Pre-Service Teacher’s growth and development as a teacher. The Subject Description details all of the requirements for the Portfolio.
How should Pre-Service Teachers prepare a portfolio?

Portfolios should be:
- Prepared on an ongoing basis
- Well organised
- Contain appropriate evidence regarding Australian Professional Standards for Teachers
- Professionally presented: clean, tidy, rich in content and ensuring that all components are included.

1.2.2 The Mentor Teacher

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

- Present a role model of good teaching practice. This function is evidenced in all that the Mentor Teacher does within the context of the school.
- Provide opportunities for Pre-Service Teachers to meet Tabor program requirements and to engage in teaching and learning activities that require a steadily increasing standard of teaching practice.
- Assist Pre-Service Teachers in planning and programming.
- Assist Pre-Service Teachers to understand the ethos and expectations of the school and, where appropriate, the school system.
- Assist in Pre-Service Teachers’ development of reflective skills.
- Evaluate Pre-Service Teachers’ effectiveness on a continuous basis and provide written and oral feedback on their performance.
- Complete the Second Round-Table form (RT2) (pages 1 - 4) prior to the Second Round-Table Meeting, providing feedback on Pre-Service Teacher progress.
- Complete the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience. PLEASE NOTE that the full range on the assessment continuum is available for every Professional Experience. This completed form should NOT be shown to the Pre-Service Teacher.

The in-school experience of the Pre-Service 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.
- Provides written as well as oral feedback on performance as soon after each lesson as possible.
- Pinpoints specific strengths and areas for improvement with suggestions for consolidation/improvement.
- Offers advice regarding student Behaviour Management.
- Offers opportunities for them to experience as much of the total life of the school as is feasible.
- Talks to them about the techniques of teaching and classroom management they see employed and the rationale underlying them.

A request to Mentor Teachers – please take the time to observe your Pre-Service 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 Pre-Service 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 Pre-Service Teacher and the Mentor Teacher.
1.2.3 The School Coordinator (Principal or other designated person)

The School Coordinator has the responsibility to:

- Form a link between the School and Tabor by working with the Tabor Liaison.
- Implement the program within the school.
- Ensure that organisational and physical arrangements are attended to, so that the Pre-Service Teachers have a working space, access to resources, and acceptance within school activities.
- Ensure that Mentor Teachers are well informed of their roles.
- Monitor the general effectiveness of the Tabor in-school program and provide suggestions for its improvement as desired.
- Take active interest in the development of Pre-Service Teachers, providing them with input and feedback and participate in the appraisal of their activities as needed.
- Remind the Mentor Teacher to complete the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience block.
- Sign the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience block and ensure it is submitted to Tabor within 3 days of the completion of the Professional Experience.

1.2.4 The Tabor Liaison

The Tabor Liaison is a School of Education Lecturer who will contact the school and the Pre-Service Teacher by phone and/or email. The Tabor Liaison will not visit the school. They are responsible for:

- Contacting the School Coordinator by phone and/or email.
- Informing the school of any specific needs or interests relevant to a Pre-Service 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.
- Reminding the School Coordinator and Mentor Teacher to complete the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience block.

Note: Examples only of the Round-Table forms are included at the end of the Handbook

ROUND-TABLE FORMS WILL BE EMAILED TO THE MENTOR TEACHER DURING THE PROFESSIONAL EXPERIENCE. ALTERNATIVELY THEY MUST BE DOWNLOADED FROM THE TABOR ONLINE WEBSITE

learn.tabor.edu.au

Go to: School & Subject Listing > Education > Professional Experience > TEACHING IN DIVERSE SETTINGS
2.1 The Structure of the In-school Experience

Pre-Service Teachers enrolled in the Bachelor of Education are undertaking one of the following programs:
- A four-year program in either Primary (P4), Middle Years (M4), or Secondary (S4)

Pre-Service Teachers enrolled in the Master of Teaching are undertaking one of the following programs:
- A two-year program in either Primary (P2) or Secondary (S2)

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

* Beginning of School Year (BSY) observation days, two days in the week when teachers return to school and three days in the week when students return to school. ** Internship Seminar (IS), two days in June prior to Internship block.

### Professional Experience Flowchart

<table>
<thead>
<tr>
<th>PROFESSIONAL EXPERIENCE</th>
<th>NO. OF DAYS</th>
<th>BACHELOR OF EDUCATION</th>
<th>MASTER OF TEACHING</th>
<th>SCHOOL SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNING TEACHING THEORY</td>
<td>10</td>
<td>P4, M4, S4 1st</td>
<td>P2, S2 1st</td>
<td>Christian or Other Independent (same school)</td>
</tr>
<tr>
<td>BEGINNING TEACHING PRACTICE</td>
<td>4+15</td>
<td>1st</td>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>TEACHING IN DIVERSE SETTINGS</td>
<td>15</td>
<td>2nd</td>
<td>Rural</td>
<td></td>
</tr>
<tr>
<td>TEACHING IN PUBLIC EDUCATION</td>
<td>1+15</td>
<td>3rd, 2nd</td>
<td>DECD</td>
<td></td>
</tr>
<tr>
<td>Beginning School Year Obs (linked with Internship)</td>
<td>5</td>
<td>4th</td>
<td>2nd (Same School as Internship)</td>
<td></td>
</tr>
<tr>
<td>Internship Seminar (IS)</td>
<td>2</td>
<td>4th</td>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>INTERNSHIP</td>
<td>3+40</td>
<td>4th</td>
<td>2nd Student Choice (Metropolitan)</td>
<td></td>
</tr>
<tr>
<td>TOTAL NO. DAYS</td>
<td>110</td>
<td>95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2.1.2 Professional Experience Calendar – BEGINNING TEACHING, TEACHING IN DIVERSE SETTINGS, TEACHING IN PUBLIC EDUCATION – 2016

<table>
<thead>
<tr>
<th>SEM 1 (Week)</th>
<th>SCHOOL TERM DATES &amp; HOLs</th>
<th>BEGINNING TEACHING THEORY (10 Days)</th>
<th>TEACHING IN DIVERSE SETTINGS (15 Days – Rural P4/M4/S4)</th>
<th>SEM 2 (Week)</th>
<th>SCHOOL TERM DATES &amp; HOLs</th>
<th>BEGINNING TEACHING PRACTICE (19 Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 25 Aust Day 26</td>
<td></td>
<td></td>
<td></td>
<td>JUL 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEB 01</td>
<td>1^</td>
<td></td>
<td></td>
<td>JUL 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEB 08</td>
<td>2</td>
<td></td>
<td></td>
<td>JUL 25</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FEB 15</td>
<td>3</td>
<td></td>
<td></td>
<td>AUG 01</td>
<td>2</td>
<td>1 Day</td>
</tr>
<tr>
<td>FEB 22</td>
<td>4</td>
<td>‘O’ - Week</td>
<td></td>
<td>AUG 08</td>
<td>3</td>
<td>1 Day</td>
</tr>
<tr>
<td>FEB 29</td>
<td>5</td>
<td>Lectures commence</td>
<td></td>
<td>AUG 15</td>
<td>4</td>
<td>1 Day</td>
</tr>
<tr>
<td>MAR 07</td>
<td>6</td>
<td></td>
<td></td>
<td>AUG 22</td>
<td>5</td>
<td>1 Day</td>
</tr>
<tr>
<td>MAR 14 Adel Cup 14</td>
<td>7</td>
<td></td>
<td></td>
<td>AUG 29</td>
<td>6</td>
<td>5 Days *P</td>
</tr>
<tr>
<td>MAR 21 Good Fri Apr 25</td>
<td>8</td>
<td></td>
<td></td>
<td>SEPT 05</td>
<td>7</td>
<td>5 Days ®</td>
</tr>
<tr>
<td>MAR 28 Easter Mon 28</td>
<td>9</td>
<td>1 Day</td>
<td></td>
<td>SEPT 12</td>
<td>8</td>
<td>5 Days `2 ®</td>
</tr>
<tr>
<td>APR 04</td>
<td>10</td>
<td>1 Day</td>
<td>1 Day Orientation</td>
<td>SEPT 19</td>
<td>9</td>
<td>*** MTAR due at Tabor</td>
</tr>
<tr>
<td>APR 11</td>
<td>11</td>
<td>1 Day</td>
<td></td>
<td>SEPT 26</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>APR 18</td>
<td></td>
<td>SCHOOL TERM BREAK</td>
<td>TABOR BREAK</td>
<td>OCT 03</td>
<td>Labour Day 03</td>
<td></td>
</tr>
<tr>
<td>APR 25 Anzac Day 25</td>
<td></td>
<td></td>
<td></td>
<td>OCT 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY 02</td>
<td>1</td>
<td>1 Day</td>
<td>5 Days</td>
<td>OCT 17</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MAY 09</td>
<td>2</td>
<td>1 Day</td>
<td>5 Days®</td>
<td>OCT 24</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MAY 16</td>
<td>3</td>
<td>1 Day</td>
<td>5 Days ®</td>
<td>OCT 31</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAY 23</td>
<td>4</td>
<td>1 Day</td>
<td>*** MTAR due at Tabor</td>
<td>NOV 07</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MAY 30</td>
<td>5</td>
<td>1 Day</td>
<td></td>
<td>NOV 14</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JUN 06</td>
<td>6</td>
<td>1 Day</td>
<td></td>
<td>NOV 21</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>JUN 13 Queens Bir 13</td>
<td>7</td>
<td>1 Day</td>
<td></td>
<td>NOV 28</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>JUN 20</td>
<td>8</td>
<td></td>
<td></td>
<td>DEC 05</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>JUN 27</td>
<td>9</td>
<td></td>
<td></td>
<td>DEC 12</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>JUL 04</td>
<td>10</td>
<td>TABOR SEMESTER BREAK</td>
<td></td>
<td>DEC 19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND:**
- ^ DECD (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
2.2 TEACHING IN DIVERSE SETTINGS Professional Experience – (RURAL)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Semester 1 Block: 2 May – 20 May 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required No. of Days</td>
<td>15 days comprising a 3 week block in Term 2 Weeks 1-3</td>
</tr>
</tbody>
</table>

**Aim**

In their rural Professional Experience, Pre-Service Teachers evaluate and learn from practical experience through critical reflective analysis. As Pre-Service Teachers access and implement current research findings relevant to teaching strategies, they will further develop their effective teaching skills. It is also expected that Pre-Service Teachers will gather information about the local context and reflect on the characteristics of rural education. In this Professional Experience, the aim is to build upon initial skills, to encourage the Pre-Service Teacher to grow in confidence, and give them wider experience of classroom practicalities. Accordingly, focus is to be placed on using teaching lessons to allow for the *preparing-teaching-reflecting* sequence that develops teaching competence. During this Professional Experience, the Pre-Service Teacher will be linked with a *Tabor School of Education Lecturer* for supervision and support. It is the Pre-Service Teacher’s responsibility to make initial contact with their School Coordinator in Term1 2016.

**PROGRAM**

**Before the Three week block begins:**

Before the Pre-Service Teacher commences the fifteen-day block communication with the Principal, Mentor Teacher and students is required. This can take the form of an email, a letter, a phone call, a visit, etc.

**Three Week Block (Term 2 Weeks 1-3):**

In *Week 1* the Pre-Service Teacher should, in consultation with the Mentor Teacher, initially begin program and lesson planning for Weeks 2 & 3. The *Primary* Pre-Service Teacher will initially teach one lesson a day increasing up to two lessons each day towards the end of the first week where the Pre-Service Teacher is ready to do so. The *Secondary* Pre-Service Teacher will ideally teach between a minimum of 5 to a maximum of 10 lessons in the first week.

Each lesson will be planned using the lesson plan format provided.

In *Weeks 2 & 3* the *Primary* Pre-Service Teacher will ideally begin teaching two lessons each day, increasing to a maximum of four lessons toward the end of the placement.

The *Secondary* Pre-Service Teacher will ideally teach between a minimum of 16 to a maximum of 20 lessons per week (N.B. This may include Home Group / Pastoral Care sessions).

The content for these lessons needs to be negotiated and discussed in advance. Lesson plans should be detailed and well presented using the lesson plan format provided.

The Mentor Teacher observes each lesson and provides written feedback. 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 resources of the Mentor Teacher by finding 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 for the *Secondary* Pre-Service Teacher other Teachers (by negotiation), and record their critical reflections.

It is the *Pre-Service Teacher’s* responsibility to ensure that the Round Table Forms RT1 and RT2 are returned to the Professional Experience Office on the day of the Round-Table meeting.
2.3 Step-by-step Guide to Professional Experience Responsibilities

2.3.1 Prior to the Teaching Block

Pre-Service Teacher:

☐ Will ensure they have a current original DCSI Child-Related Employment Screening and Promoting Safety and Wellbeing Certificate or a full-day Responding to Abuse and Neglect – Education and Care Certificate.

☐ Will take responsibility for reading and understanding the handbook.

☐ Will take responsibility for contacting the School Coordinator and the Mentor Teacher, when advised by Tabor. This contact will be appropriate and professional.

☐ Will check the Tabor Professional Experience timetable and note the dates they are expected at their school. This information will be confirmed by the Pre-Service Teacher with the Mentor Teacher.

☐ Will email Mentor Teacher(s) email address to the Professional Experience Office.

2.3.2 The Teaching Block

Pre-Service Teacher:

☐ Will arrive at school early enough to participate in any pre-school meetings, and to prepare appropriately for the day. Will attend any relevant faculty or other staff meetings after school, and leave at an appropriately agreed time each day.

☐ Is expected to prepare and present detailed lesson plans for each of the required number of lessons as per the Professional Experience Description in this handbook.

☐ Is expected to demonstrate initiative in assisting the Mentor Teacher in other teaching tasks.

☐ Is expected to take opportunities to participate as fully as possible in the life of the school. This involves participating in yard duty, attending staff meetings, etc.

☐ Discusses plans and objectives for next lessons with the Mentor Teacher.

☐ Arrange Round-Table Meetings and ensures the Round-Table forms are faxed (Fax: 8373 1766) or scanned and emailed (practicum@adelaide.tabor.edu.au) or scanned and uploaded to the Tabor Professional Experience Office on the day of the Round-Table meeting.

☐ Download the Professional Experience Log Form and return the completed form to the Professional Experience Office within two weeks of completion of the Professional Experience.

Mentor Teacher:

☐ Orientates the Pre-Service Teacher to the students and classroom procedures and routines.

☐ Checks and discusses the Pre-Service Teacher’s lesson plan before each lesson commences and encourages critical reflection.
☐ Observes Pre-Service Teacher’s lesson and gives oral and written feedback (in the Mentor’s Feedback book). Pinpoints specific strengths and areas for improvement, with suggestions for consolidation/improvement.

☐ Meets with Pre-Service Teacher early in the second week of the teaching block for the First Round-Table discussion. Form RT1 completed at the meeting.

☐ Offers advice regarding student Behaviour Management and techniques of teaching.

☐ Meets with Pre-Service Teacher towards the end of the last week of the teaching block for the Second Round-Table discussion. Form RT2 completed prior to the meeting.

☐ Completes the Mentor Teacher Assessment Recommendation form (competency rating) on the final day of the Professional Experience block. Arranges for School Coordinator to sign the form. The completed form should NOT be shown to the Pre-Service Teacher as it is a recommendation rather than the Pre-Service Teacher’s final overall grade, which will be determined at a later date by the Tabor Panel. This recommended assessment is reflected on a Continuum and is based on the Form RT2.

☐ Scan and email or upload or post the completed Mentor Teacher Assessment Recommendation form with Mentor Teacher and School Coordinator signatures to Tabor within 3 days at the completion of the Professional Experience.

☐ Must tally attendance days with the Pre-Service Teacher before the Pre-Service Teacher leaves the school on the last day of the teaching block.

☐ NON-DECD SCHOOL: Ensures relevant claim forms are submitted to the School Finance Officer or directly to Tabor (with a Statement by Supplier form) at completion of the Professional Experience.

☐ DECD SCHOOL: Arrange with the School Finance Officer for payment through DECD online system. Ensures relevant Invoice is then submitted to Tabor.

School Coordinator:

☐ Provides orientation/induction for the Pre-Service Teacher to introduce them to the school, its policies and key personnel.

☐ Ensures the Pre-Service Teacher is able to meet the required number of teaching lessons for the relevant Professional Experience.

☐ Oversees the Pre-Service Teacher’s program within the school.

☐ Signs the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience block.

☐ NON-DECD SCHOOL: Ensures relevant claim forms or Invoices are submitted to the School Finance Officer or directly to Tabor (with a Statement by Supplier form) at completion of the Professional Experience.

☐ DECD SCHOOL: Arrange with the School Finance Officer for payment through the DECD online claims system. Ensures relevant Invoice is then submitted to Tabor.

Tabor Liaison

☐ Contact the school to monitor the Professional Experience.

☐ Remind the School Coordinator and Mentor Teacher to complete the Mentor Teacher Assessment Recommendation form.
3  ASSESSMENT & REPORTING

3.1  Evaluation of Teaching Competence

The evaluation process should be a co-operative one, involving the Mentor Teacher and the Pre-Service Teacher. 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 Pre-Service Teacher, especially if there are areas of concern.

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

Prior to the First Round-Table meeting, the Pre-Service Teacher needs to take every opportunity to engage in teaching and classroom management. This enables the Pre-Service Teacher to have enough time to demonstrate their emerging skills and abilities.

Round-Table meeting forms (RT1 and RT2 (4 pages)) must be faxed (Fax: 8373 1766) or scanned and emailed (practicum@adelaide.tabor.edu.au) or uploaded to the website at learn.tabor.edu.au (by following the links from School & Subject Listing > Education > Professional Experience > Uploading Reports & Forms) to Tabor Professional Experience Office at the completion of each meeting. The Pre-Service Teacher is responsible for ensuring that the forms are received by Tabor.

3.1.1  First Round-Table Meeting

A formative report (Form RT1) is completed by the Mentor Teacher(s) and the Pre-Service Teacher during the First Round-Table Meeting. Please note that where the Middle Years or Secondary Pre-Service has more than one Subject Area, a separate Form RT1 should be completed by each Mentor Teacher.

The Mentor Teacher and the Pre-Service Teacher discuss the progress of the Pre-Service Teacher. During the meeting there should emerge some specific, mutually agreed goals to be achieved during the balance of the Professional Experience. The Mentor Teacher will determine if the Pre-Service Teacher is at the level expected at this stage of the Professional Experience. If the Mentor Teacher has concerns about the progress of the Pre-Service Teacher, then the Student at Risk Procedure should be invoked. Refer to Section 3.4 Student at Risk Procedure in this handbook.

3.1.2  Second Round-Table Meeting

Prior to the Second Round-Table meeting (held in the final days of the Professional Experience) the appropriate form (Form RT2) (4 pages) is completed by the Mentor Teacher(s). Please note that where the Middle Years or Secondary Pre-Service has more than one Subject Area, a separate Form RT2 should be completed by each Mentor Teacher. It is recommended that the Mentor Teacher(s) use the Pre-Service Teacher’s Mentor Feedback book and any other source of written feedback when preparing the Second Round-Table form (RT2). By the conclusion of the Second Round-Table meeting, the Pre-Service Teacher should have a clear indication of their strengths and areas for improvement during this Professional Experience.

The blank Mentor Teacher Assessment Recommendation form will be emailed to the Mentor Teacher by the Professional Experience Office in the final week of the Professional Experience. The Mentor Teacher will complete the Mentor Teacher Assessment Recommendation form on the final day of the Professional Experience block recommending an evaluation rating. This form will reflect the continuum conclusions reached at the Second Round-Table Meeting (RT2). Please do not show the completed form to the Pre-Service Teacher as this is a recommendation on competence achieved in this part of the TEACHING IN DIVERSE SETTINGS subject. The form is presented to a Tabor Panel and is part of the overall assessment. The completed Mentor Teacher Assessment Recommendation form should be returned within three (3) days of completion of the Professional Experience to the Tabor Professional Experience Office.
3.2 Assessment Considerations

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

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

3.3 Lesson Plans

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

3.4 Student at Risk Procedure

If any Pre-Service Teacher is perceived to be at risk and may attain a rating of At Risk, the Mentor Teacher is to contact the Tabor Professional Experience Office as soon as possible and the Student at Risk procedure will be implemented in consultation with the Tabor Liaison.

The Flowchart on the following page outlines the Procedure for Students at Risk on Professional Experience. This procedure is designed to identify difficulties being experienced by the Pre-Service Teacher on Professional Experience and to facilitate support.

In the School of Education, a Student who unsuccessfully completes their TEACHING IN DIVERSE SETTINGS subject (Professional Experience or Evidence Portfolio) may apply to repeat the subject, with the Professional Experience conducted at a different school site. A Student will only be provided with a second attempt at the discretion of the Head of School of Education or delegate.

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

a. **If a repeat Professional Experience is offered, the Student must:**
   1. Re-enrol in the corresponding subject and complete all components in the following year.
   2. Meet with the Professional Experience Office to review their Action Plan, discussing their understanding of the reasons for failure, and explaining the process that they will use to implement their Action Plan.
   3. Consult with their Academic Advisor (a Senior Lecturer of the School of Education) to further discuss their Action Plan.

b. **If a repeat Professional Experience is not offered by the Head of School of Education or delegate,** the Student is advised and counselled regarding this decision made by the Head of School of Education to exit the course.
3.4.1 Flowchart Procedure for Pre-Service Teachers at Risk on Professional Experience

FIRST ROUND-TABLE MEETING
(by 7th day of block)
Specific areas for growth are identified
Is the Pre-Service Teacher at the level expected of them at this stage of the Professional Experience? (Expectations are defined in Form RT2 Professional Standards)

YES
Block continues to the 15th day

Conditional YES
Further FIRST ROUND-TABLE MEETING discussion
Specific areas needing improvement are identified and strategies to assist are discussed
Block continues to the 10th day
The Pre-Service Teacher is given further opportunity to demonstrate competency then re-assessed
10th day of block
Is the Pre-Service Teacher at the level expected of them at this stage of the Professional Experience?

NO
At the discretion of and in agreement between the Mentor Teacher and Tabor Liaison, it may be determined that the Pre-Service Teacher is not ready to continue
Pre-Service Teacher fails the Professional Experience
Initiate procedure for a Pre-Service Teacher who has failed a Professional Experience

YES
Block continues to the 15th day

NO
Pre-Service Teacher fails the Professional Experience
Initiate procedure for a Pre-Service Teacher who has failed a Professional Experience
3.5 Mentor Teacher Assessment Recommendation

The Mentor Teacher Assessment Recommendation should be based on the strengths and areas for improvement indicated in the Second Round-Table form (RT2). Please place an X on the continuum to indicate the recommended assessment of the Mentor Teacher based on the Standards. The full range is possible for every Professional Experience.

Please ensure the following steps are adhered to:

1. The blank Mentor Teacher Assessment Recommendation form will be emailed to the Mentor Teacher in the final week of the Professional Experience. Please ensure that the Pre-Service Teacher has forwarded the Mentor Teacher email address to the Professional Experience Office.

2. If you do not receive an email, please contact the Professional Experience Office (ph. 8373 8737) or email: practicum@adelaide.tabor.edu.au.

3. The Mentor Teacher Assessment Recommendation form should be:
   
i. Completed and signed by the Mentor Teacher (hand written is acceptable) on the final day of the Professional Experience block. Please note that where the Middle Years or Secondary Pre-Service Teacher has more than one Subject Area, separate Mentor Teacher Assessment Recommendation forms should be completed by each Mentor Teacher.
   
ii. Signed by the School Coordinator.

iii. Forwarded to Tabor to be received within three (3) days of completion of the Professional Experience. The completed form can be scanned and emailed to practicum@adelaide.tabor.edu.au or uploaded to the website at learn.tabor.edu.au by following the links from School & Subject Listing > Education > Professional Experience > Uploading Reports & Forms or posted to:

   Tabor
   School of Education
   Professional Experience Office
   PO Box 1777
   Unley  SA 5061
4 CLAIMS

4.1 Payment of Mentor Teachers and School Coordinators

A daily allowance is offered for the mentoring and coordination of Pre-Service Teachers. The payment is limited to the days scheduled for the placement (excluding Public Holidays) to a maximum of 15 days. In the case where more than one Mentor Teacher works with a Pre-Service Teacher, the School Coordinator will negotiate proportions.

4.1.1 DECD Schools

School Coordinators and Mentor Teachers should claim using the DECD 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-DECD Schools

School Coordinators and Mentor Teachers should complete the relevant Claim Form available on the Tabor Online website learn.taboradelaide.edu.au by following the links to School & Subject Listing > Education > Professional Experience. See also the Guidelines for Claims by Independent School Staff document on the website. The completed Claim Form should then be:

EITHER

a) given to the Finance Officer in the school at the end of the placement once the Mentor Teacher Assessment Recommendation form has been completed, signed and returned. The school will then invoice Tabor on behalf of all the Mentor Teachers and School Coordinators,

OR

b) Sent directly to the Tabor Professional Experience Office together with a “Statement by Supplier” form (available on the Tabor Online website) for direct payment to the Mentor Teacher/School Coordinator’s nominated bank account.

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

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

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

Tabor
School of Education
Professional Experience Office
PO Box 1777
Unley SA 5061
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 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, ensuring 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.

5.1.2 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 required for tertiary students prior to the commencement of their BEGINNING TEACHING THEORY Professional Experience. Once the “Promoting safety and wellbeing” certificate has expired, the Pre-Service Teacher will 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, Pre-schools and Out of Hours Care) document on the DECD website http://www.decd.sa.gov.au/.
All School of Education Professional Experience Documents are available from the Tabor Online website at

learn.tabor.edu.au

Follow the links from School & Subject Listing > Education > Professional Experience > TEACHING IN DIVERSE SETTINGS

Do NOT photocopy the documents from the Handbook.

The Form RT1 and Form RT2 will be emailed to the Mentor Teacher during the Professional Experience placement. Alternatively they must be downloaded from the Tabor Online website.
### 6.1 Lesson Plan Format

**Tabor - School of Education - Lesson Plan**

Pre-Service Teacher Name: ........................................................................................................ Date: ............./........../.........

<table>
<thead>
<tr>
<th>Curriculum area:</th>
<th>Year level:</th>
<th>Lesson Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>General Capabilities:</td>
<td>Cross curriculum priorities</td>
</tr>
<tr>
<td>Curriculum Content Descriptions</td>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Anticipated Outcomes</td>
<td>Unit Outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Outcomes</td>
<td></td>
</tr>
<tr>
<td>Students’ prior knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson sequence and time sequence</td>
<td>Introduction: What ‘hook’ will you use to get students interested?</td>
<td>Differentiation</td>
</tr>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of students (formative/summative)</td>
<td>Methods to be used:</td>
<td></td>
</tr>
<tr>
<td>Evaluation – for students. Where to next?</td>
<td></td>
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<tr>
<td>Evaluation of your planning</td>
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</tr>
</tbody>
</table>
### FORM RT1

**PROFESSIONAL EXPERIENCE FIRST ROUND-TABLE FEEDBACK**

**COMPLETE ONE ROUND-TABLE FORM PER SUBJECT AREA FOR MIDDLE YEARS AND SECONDARY PRE-SERVICE TEACHERS**

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
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**Professional Experience**

**TEACHING IN DIVERSE SETTINGS**

**Yr Level/Subject Area**

<table>
<thead>
<tr>
<th>Participants:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service Teacher</td>
<td></td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td></td>
</tr>
<tr>
<td>Others present</td>
<td></td>
</tr>
</tbody>
</table>

**What AREAS FOR GROWTH have been identified to date? Please be as specific as possible.**

1) 

2) 

3) 

Is the Pre-Service Teacher at the level expected of them at this stage of the Professional Experience? *(Please circle)*

**YES / CONDITIONAL YES / NO**

---

**Signatures**

<table>
<thead>
<tr>
<th>Pre-Service Teacher</th>
<th>Mentor Teacher</th>
</tr>
</thead>
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**MENTOR TEACHER GENERAL COMMENTS:**

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**PRE-SERVICE TEACHER GENERAL COMMENTS:**

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**PLEASE FAX FORM TO 08 8373 1766 OR SCAN & EMAIL TO practicum@adelaide.tabor.edu.au OR SCAN AND UPLOAD to the website at learn.tabor.edu.au by following the links from School & Subject Listing > Education > Professional Experience > Uploading Reports & Forms**
### FORM RT2: TEACHING IN DIVERSE SETTINGS

**Professional Experience, School of Education**

| Name of Pre-Service Teacher: ___________________________ | Pre-Service Teacher’s ID: ___________________________ |
| Name of School: ___________________________ | Professional Experience dates: ___________________________ |

Teaching context (description of subjects and year levels taught, nature/context of school and other relevant information):

**Mentor Teacher’s Overall Comments:**

In response to what has been demonstrated by the Pre-Service Teacher throughout this **Professional Experience placement**, the Pre-Service Teacher is currently seen as:

- [ ] At Risk
- [ ] Working Towards
- [ ] At Standard
- [ ] Working Beyond

Please provide your comments here, information about absences during the placement (and reasons for absence) along with detailed information and circumstances leading to any At Risk rating within MANDATORY focus areas:

Name of Pre-Service Teacher: ___________________________  Signature: ___________________________  Date: __________________

Name of Mentor Teacher(s): ___________________________  Signature: ___________________________  Date: __________________

Name of Others Present: ___________________________  Signature: ___________________________  Date: __________________

---

**Tabor College of Higher Education**

**6.3 Second Round-Table Feedback – FORM RT2**
IMPORTANT INFORMATION FOR MENTOR TEACHERS ABOUT COMPLETING THIS FORM:

Timely and accurate feedback is crucial for all learners, including Pre-Service Teachers. You are encouraged to have regular conversations with your Pre-Service Teacher about the contents of this report and how they are measuring up against the focus areas.

Conversations can commence early in the placement to identify areas of strength. As the placement progresses, conversations can highlight emerging areas for growth and use the indicators contained within each focus area to identify appropriate skills, knowledge or actions.

It is important to recognise the stage and development of your Pre-Service Teacher. Pre-Service Teachers differ from one another in their capacity across domains; however, what they can observe, interpret and respond to will also change as they progress through their course, through interactions with others and through subsequent reflections on their experiences and practice.

The Form RT2: Teaching in Diverse Settings should be completed in dialogue with your Pre-Service Teacher prior to the Second Round-Table meeting. It is important that this report guides the professional learning conversation during that Round-Table meeting and that a completed and signed copy of the report is forwarded to the Professional Experience Office at the conclusion of that meeting.

The RT2 interim report forms the basis of the Mentor Teacher Assessment Recommendation (MTAR) form and should be referred to when completing the MTAR form on the final day of the Professional Experience placement.

USING THE STANDARDS TO REPORT ON PROGRESS:

This report provides a current indication of the extent to which the Pre-Service Teacher has demonstrated their ability to meet the Australian Professional Standards for Teachers, at Graduate career stage. The terms used to indicate the extent to which the Pre-Service Teacher has met the professional standards should be interpreted as follows:

- At Risk: the Pre-Service Teacher has **demonstrated little or no evidence** of this MANDATORY focus area during the placement;
- Working Towards: the Pre-Service Teacher has **demonstrated some evidence** of this focus area and has **shown a willingness to address it further**;
- At Standard: the Pre-Service Teacher has **consistently demonstrated evidence of achievement** of this focus area during the placement;
- Working Beyond: the Pre-Service Teacher has **consistently demonstrated evidence of achievement** of this focus area during the placement and **displayed initiative and competence not normally expected** at this stage of their learning continuum.

**Please note:** Some of the Focus Areas (i.e. Focus Area 1.5) are highlighted. Assessment of the Pre-Service Teacher against the highlighted Focus Areas are **OPTIONAL** for this report. The Focus Areas that are not highlighted (i.e. Focus Area 1.1) are **MANDATORY** and Pre-Service Teachers should be assessed against them.

This reflects the Pre-Service Teacher’s early stage of progress within their initial teacher education course. Pre-Service Teachers are encouraged to take opportunities to progress within all focus areas, however Mentor Teachers are asked to only assess optional focus areas where appropriate to do so (circumstances and opportunities for Pre-Service Teachers to meet these optional focus areas need to be considered, alongside consideration of the Pre-Service teacher’s stage and development). Equally, the setting or circumstances of a placement might mean that it is not possible to assess the Pre-Service Teacher against all required focus areas. If this is the case, please indicate in your summary comments which focus areas were not assessed and why.

Where Pre-Service Teachers are rated as At Risk within MANDATORY focus areas, please provide detailed information and the circumstances of this At Risk rating, within the comments section of this report.

**PLEASE SCAN AND UPLOAD** to the website at learn.tabor.edu.au by following the links from School & Subject Listing > Education > Professional Experience > Uploading Reports & Forms OR FAX (08 8373 1766) OR EMAIL (practicum@adelaide.tabor.edu.au) TO THE PROFESSIONAL EXPERIENCE OFFICE.
<table>
<thead>
<tr>
<th>1.1 Physical, social and intellectual development and characteristics of students</th>
<th>2.1 Content and teaching strategies of the teaching area</th>
<th>3.1 Establish challenging learning goals</th>
<th>4.1 Support student participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk</td>
<td>Working</td>
<td>At</td>
<td>Working</td>
</tr>
<tr>
<td></td>
<td>At Risk</td>
<td>Working</td>
<td>At</td>
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</table>

<table>
<thead>
<tr>
<th>1.2 Understand how students learn</th>
<th>2.2 Content selection and organisation</th>
<th>3.2 Plan, structure and sequence learning programs</th>
<th>4.2 Manage classroom activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk</td>
<td>Working</td>
<td>At</td>
<td>Working</td>
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<tr>
<td></td>
<td>At Risk</td>
<td>Working</td>
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</table>

<table>
<thead>
<tr>
<th>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</th>
<th>2.3 Curriculum, assessment and reporting</th>
<th>3.3 Use teaching strategies</th>
<th>4.3 Manage challenging behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk</td>
<td>Working</td>
<td>At</td>
<td>Working</td>
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<tr>
<td></td>
<td>At Risk</td>
<td>Working</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</th>
<th>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australian</th>
<th>3.4 Select and use resources</th>
<th>4.4 Maintain student safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk</td>
<td>Working</td>
<td>At</td>
<td>Working</td>
</tr>
<tr>
<td></td>
<td>At Risk</td>
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<table>
<thead>
<tr>
<th>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</th>
<th>2.5 Literacy and numeracy strategies</th>
<th>3.5 Use effective classroom communication</th>
<th>4.5 Use ICT safely, responsibly and ethically</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk</td>
<td>Working</td>
<td>At</td>
<td>Working</td>
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<tr>
<td></td>
<td>At Risk</td>
<td>Working</td>
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<table>
<thead>
<tr>
<th>1.6 Strategies to support full participation of students with disability</th>
<th>2.6 Information and Communication Technology (ICT)</th>
<th>3.6 Evaluate and improve teaching programs</th>
<th>3.7 Engage parents/carers in the educative process</th>
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| DOMAIN: PROFESSIONAL KNOWLEDGE | DOMAIN: PROFESSIONAL KNOWLEDGE | DOMAIN: PROFESSIONAL PRACTICE | DOMAIN: PROFESSIONAL PRACTICE |
### FORM RT2 Continued

**PRE-SERVICE TEACHER Name:**

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<th>YEAR LEVEL (Primary):</th>
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PROFESSIONAL KNOWLEDGE

Standard 1 — Know students and how they learn

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

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

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

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

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

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

Standard 2 — Know the content and how to teach it

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

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

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

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

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

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

PROFESSIONAL PRACTICE

Standard 3 — Plan for and implement effective teaching and learning

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

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

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

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

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

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

3.7 Engage parents/carers in the educative process
Describe a broad range of strategies for involving parents/carers in the educative process.
PROFESSIONAL PRACTICE  Continued

Standard 4 — Create and maintain supportive and safe learning environments

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

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

4.3 Manage challenging behaviour
Demonstrate knowledge of practical approaches to manage challenging behaviour.

4.4 Maintain student safety
Describe strategies that support students’ wellbeing 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.