Introduction

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

This handbook is designed to provide the Pre-Service Teacher and the Mentor Teacher with all the information to enable the completion of a successful Internship Professional Experience. It includes details of:-

- The purpose of the Internship Professional Experience
- The roles and responsibilities of all participants in this experience
- Preparation for this important experience
- The weekly requirements
- Expectations regarding lesson plans
- Evaluation of the Internship Professional Experience

I also encourage all participants to ensure that you familiarise yourselves with the legal responsibilities involved in in-school activities.

While the handbook contains copies of all reports used during the Professional Experience, these are for your information only. Official copies of the reports to be used by the School Coordinator and/or Mentor Teacher are available on our website at learn.taboradelaide.edu.au. Please follow the links from Courses > Education > Professional Experience to find all relevant Professional Experience documentation.

All Pre-Service Teachers are required to complete a Department for Communities and Social Inclusion Child-Related Employment Screening prior to entering a school for their teaching Professional Experience. Pre-Service Teachers are responsible to ensure they have a current Child-Related Employment Screening (allow four months for DCSI to process applications). It is the Pre-service Teacher’s responsibility to advise Tabor Adelaide of any incident that may jeopardise the validity of the Child-Related Employment Screening. Furthermore, the Pre-Service Teacher will have completed the “Responding to Abuse and Neglect – Education and Care” full day training course prior to commencement of the block component of the Internship. The Pre-Service Teacher must be able to provide original documentary evidence of these when requested by their school.

As the Professional Experience is a required component of the Internship Practice subject, the Pre-Service Teacher is expected to comply with the requirements of Tabor Adelaide in this regard. Please note the following:

- The Internship block will commence in Week 1 of school Term 3 (which does not coincide with the Tabor Adelaide Semester break).
- Pre-Service Teachers should not make arrangements for holidays which require them to have leave of absence from any aspect of their Professional Experience (including ‘Beginning of School Year’ observation days, Orientation and Observation days) as stipulated in the Professional Experience Calendar.
- All Professional Experience placements are at the discretion of the host school. They have the choice 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 Adelaide 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 Adelaide will always seek, wherever possible, to advise Pre-Service Teachers to allow a change in behaviours or attitudes.
- The Internship Professional Experience is only to be completed in a metropolitan school.

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

I wish you a fruitful and successful experience.

Dr. Frank Davies
Head of School of Education & Professional Experience Coordinator
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1 GENERAL INFORMATION

1.1 Contacts

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Jenny Cox
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Yvonne Smuts
Professional Experience Administrator (Middle Years/Secondary)

All Professional Experience Documents are available on the Tabor Online website at
learn.taboradelaide.edu.au
Follow the links from Courses > Education > Professional Experience
1.2 Course

Pre-Service Teachers enrolled in the Bachelor of Education are undertaking the following program:
  o A four-year course in Secondary (S4)

1.2.1 The Structure of the Final INTERNSHIP Professional Experience

The INTERNSHIP comprises the following four compulsory elements:

1. ‘Beginning of School Year’ (BSY) Observation (5 days)
   A requirement of all Bachelor of Education courses is that Pre-Service Teachers make themselves available to enter the school to which they have been assigned for their Internship for a minimum of five (5) days to:
   • Observe ‘Beginning of School Year’ processes and class organisation for two days in the week prior to Term 1 commencing, and then three full days during the first week of Term 1.
   • Observe and assist the Mentor Teacher in procedures for room set-up.
   • Observe the establishment of classroom expectations and relationships.

2. Internship Seminar (IS)
   It is a requirement of the Bachelor of Education course that all Pre-Service Teachers attend the two-day Tabor Adelaide Internship Seminar on 18 and 19 June 2015, to help in their preparation for the Internship block and the subsequent transition to a ‘Beginning Teacher’.

3. Observation Days & Internship Block
   In the term prior to the Internship block, the Pre-Service Teacher must attend at least THREE (3) DAYS orientation/observation – observing in classroom and planning/preparation with Mentor Teacher(s).

   The Internship Block will be 40 days (eight weeks) in School Weeks 1-8, Term 3 (20 July - 11 September, 2015).

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

4. Internship Debrief and Graduand Celebration
   Pre-Service Teachers are required to attend a debrief session on Monday 14 September 2015 at Tabor Adelaide at the conclusion of their in-school experience. More information will be provided closer to the time.
1.3 Roles and Responsibilities of Participants

1.3.1 The Pre-Service Teacher

Any placement requests must always be directed to the Professional Experience Office. Students must NOT directly contact school personnel with placement requests. It is Tabor Adelaide practice 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 the Internship Professional Experience before they begin their placement. If they experience any obstacles in meeting the requirements they are to speak to their Mentor Teacher, School Coordinator or Tabor Adelaide 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.

- **Professional behaviour.**
  - Follow the professional behaviour of other teachers, especially in relation to school students.

- **Attend all designated in-school days.** If unable to attend on any occasion, the Pre-Service Teacher should:
  - Notify the School Coordinator and Mentor Teacher before 8:00am on the day,
  - Notify the Tabor Adelaide Professional Experience Office as early as possible on that day,
  - Notify the Tabor Adelaide Liaison if the absence coincides with an observation or Round-Table meeting,
  - 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 the Tabor Adelaide Professional Experience Office. You may be required to make up these days as soon as possible at the conclusion of the Professional Experience in negotiation with Tabor Adelaide, your Mentor Teacher and your School Coordinator. This must not be on a day when you have any lectures at Tabor Adelaide.

- **Liaise between the Mentor Teacher and the Tabor Adelaide Liaison** to organise and arrange Tabor Adelaide Liaison observation visits and Round-Table meetings.

- **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 withdrawal of the Pre-Service Teacher from this Professional Experience.
1.3.2 The Mentor Teacher

Mentor Teachers are practising teachers who are considered able to model competent teaching practice and management skills and 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 Adelaide 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, e.g. DECD.
- Assist in the 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.
- Liaise with the Tabor Adelaide Liaison on all aspects of the Pre-Service Teachers’ in-school program.
- Participate in the assessment process with the Pre-Service Teacher and Tabor Adelaide Liaison, providing formal reports on student progress. PLEASE NOTE that the full range on the assessment continuum is available for every Professional Experience.

The in-school experience of the 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 growth with suggestions for consolidation or improvement.
- Offers assistance in handling particular students.
- 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 Adelaide Liaison to express their concerns.
3. Contact the Professional Experience Office at Tabor Adelaide as soon as possible to gain support for both the Pre-Service Teacher and the Mentor Teacher.

1.3.3 The School Coordinator (Principal or other designated person)

The School Coordinator has the responsibility to:

- Form a link between the School and Tabor Adelaide by working with the Tabor Adelaide 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 the school activities.

Ensure that Mentor Teachers are well informed of their roles.

Monitor the general effectiveness of the Tabor Adelaide 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.

Provide a comment for and sign the Professional Experience Report.

1.3.4 The Tabor Adelaide Liaison

The Tabor Adelaide Liaison works with Pre-Service Teachers whilst in the school. The Tabor Adelaide Liaison also liaises between Tabor Adelaide and the school. They are responsible for:

- 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 Adelaide and the school, and between Pre-Service Teachers and the Mentor Teacher.
- Monitoring the appropriateness of the activities of Pre-Service Teachers with regard to the objectives of the program and Pre-Service Teachers’ level of expertise.
- Acting as a participant in the assessment of Pre-Service Teachers in the school.
- Contributing to the professional development of Pre-Service Teachers by helping them appreciate the links between theory and practice, working alongside them in a collaborative manner, shaping, directing and challenging them and encouraging them to develop competency in sound teaching practices.
- Facilitating the Round-Table meetings and enabling active communication between the Pre-Service Teacher, Mentor Teacher and Tabor Adelaide Liaison.
- Negotiating and facilitating the completion of the Professional Experience Report.

Please note: For the INTERNSHIP BLOCK the Tabor Adelaide Liaison will normally visit the school on the following occasions to:

**Start of the Professional Experience:** Visit or phone to establish communication with Mentor Teacher and School Coordinator, to ensure that satisfactory arrangements have been made for the Professional Experience, and to answer questions about the requirements and procedures.

**In Week 3:** Observe the Pre-Service Teacher, give feedback and discuss the program and lesson planning requirements.

**In Week 4:** Meet with the Pre-Service Teacher and Mentor Teacher (First Round-Table meeting) to discuss the progress of the Pre-Service Teacher, determine areas of growth and readiness to commence the three week full-time teaching block. Form RT1 to be completed at this meeting. **It is the responsibility of the Tabor Adelaide Liaison to ensure that the Form RT1 is received at Tabor Adelaide.**

**In Week 7:** Observe the Pre-Service Teacher and give feedback.

**In Week 8:** Meet with the Pre-Service Teacher and Mentor Teacher (Second Round-Table meeting) to complete the Second Round-Table Forms (RT2 Parts A & B) and discuss the Mentor Teacher’s Professional Experience Report. **It is the responsibility of the Tabor Adelaide Liaison to ensure that the Form RT2 is received at Tabor Adelaide.**

Examples of the Round-Table forms are included at the end of the Handbook.

**ROUND-TABLE FORMS MUST BE DOWNLOADED FROM THE TABOR ONLINE WEBSITE**

[learn.taboradelaide.edu.au](http://learn.taboradelaide.edu.au) Go to: Courses > Education > Professional Experience > Internship
2 THE INTERNSHIP

2.1 Purpose and Approach of Internship

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

1. Demonstrate competence, autonomy and responsibility of a Secondary classroom teacher;

2. In curriculum planning and Professional Experience practice, recognise and cater for the individual wellbeing needs of Secondary students - spiritual, cultural, physical, intellectual and emotional;

3. Operate on an appropriate professional and ethical level in all aspects of the teaching and learning process;

4. Diagnose cognitive and social behaviours of students and act effectively on the diagnoses made;

5. Implement core teaching skills in a Secondary Professional Experience in line with AITSL Professional Standards for Teachers, SACE and Secondary School requirements, e.g. teaching strategies, professional communication; authentic assessment, evaluation and reporting strategies, relevant technologies, differentiated methodology; and

6. Experiment with and employ critical reflection skills to critique ways in which they are engaging with the AITSL Professional Standards for Teachers (Graduate) during the Secondary Internship Professional Experience.

Pre-Service Teachers will develop increased competence and skills through practical involvement in the teaching process.

The Pre-Service Teacher will work in close collaboration with his/her Mentor Teacher and will receive regular visits from the Tabor Adelaide Liaison for the purposes of support and assessment.

The Mentor Teacher will discuss, guide and monitor the Pre-Service Teacher’s progress, using checklists indicating requisite competencies.

The Tabor Adelaide Liaison will observe Pre-Service Teacher’s performance during the Internship and will discuss progress and other issues with the Pre-Service Teacher. Other lecturers and tutors may share in this process.
2.2 Internship Timetable – All Courses

TERM 1
‘Beginning of School Year’ observation – preferably two (2) days in the week when teachers return to school and three (3) days in the week when students return to school.

TERM 2
At least three (3) pre-Professional Experience block visits, as negotiated with the school, for classroom observation.

TERM 3
INTERNSHIP Professional Experience Block

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Week of Professional Experience</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUL 20</td>
<td>1</td>
<td>Mainly observations with 5–10 teaching sessions. Refer to “Week 1” on facing page of handbook. Tabor Adelaide Liaison telephones or visits* school to meet School Coordinator and Mentor Teacher/s.</td>
</tr>
<tr>
<td>JUL 27</td>
<td>2</td>
<td>10–15 teaching sessions. Refer to “Weeks 2 -4” on facing page of handbook.</td>
</tr>
<tr>
<td>AUG 3</td>
<td>3</td>
<td>10–15 teaching sessions Tabor Adelaide Liaison visits* to observe lesson; gives feedback.</td>
</tr>
<tr>
<td>AUG 10</td>
<td>4</td>
<td>15-20 teaching sessions Tabor Adelaide Liaison visits: First Round-Table meeting. (Complete Form RT1)*</td>
</tr>
<tr>
<td>AUG 17</td>
<td>5</td>
<td>Full teaching load. Refer to “Weeks 5-7” on facing page of handbook.</td>
</tr>
<tr>
<td>AUG 24</td>
<td>6</td>
<td>Full teaching load</td>
</tr>
<tr>
<td>AUG 31</td>
<td>7</td>
<td>Full teaching load Tabor Adelaide Liaison visits* to observe lessons; gives feedback.</td>
</tr>
<tr>
<td>SEPT 7</td>
<td>8</td>
<td>Reduced teaching load – time devoted to professional development. Refer to “Week 8” on facing page of handbook. Mentor Teacher(s) completes Form RT2 (Parts A &amp; B) (during the Second Round-Table meeting) and completes the Professional Experience Report. Pre-Service Teacher completes comments for Professional Experience Report Tabor Adelaide Liaison completes Form RT2 (Parts A &amp; B) (during the Second Round-Table Meeting) and the Tabor Adelaide Liaison Assessment Report.</td>
</tr>
<tr>
<td>SEPT 14</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>SEPT 21</td>
<td>10</td>
<td>Original hard copy of completed Professional Experience Report(s) should have by now been forwarded to Tabor Adelaide.</td>
</tr>
</tbody>
</table>

* The Timetable is the recommended program. Should changes need to be made, Tabor Adelaide Liaisons may arrange to visit at other mutually convenient times.
2.3 Requirements of Internship

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

**TERM 2**
The Pre-Service Teacher should visit the school on at least three days to meet the Mentor Teacher(s), negotiate the teaching assignment, and arrange practicalities (e.g. access to workspace, photocopying, teaching resources, etc.). In particular, the topic and timetabling of the major subject units should be finalised so that the Pre-Service Teacher can develop his/her unit plan and materials.

**TERM 3**
The Pre-Service Teacher will be at the school on a full-time basis for the first eight weeks of term. It is crucial that the Pre-Service Teacher negotiates with the Mentor Teacher(s) and the Tabor Adelaide Liaison, a teaching load that is mutually satisfactory. Normally, the teaching involvement would be expected to develop as follows:

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

**Weeks 2 – 4**
At least 10-15 lessons per week, increasing to 15 to 20 teaching sessions by Week 4 is suggested, including half-days and whole days. By the end of Week 2 the Pre-Service Teacher could accept responsibility for some whole sessions, e.g. morning to recess. This should give experience in lesson changeovers, variation in approaches, motivational activities, and refreshing lesson breaks.

**Weeks 5-7**
For these three weeks, a **full teaching load** of approximately **80% of a full teaching load for Secondary***. The Pre-Service Teacher will have full access to non-instruction time (N.I.T.) and any other support normally available to the Mentor Teacher(s). During these weeks the planned curriculum units should be taught and evaluated.

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

**Week 8**
The teaching load should be reduced during this final week. The remaining available time should be devoted to professional development: gathering teaching resources*, observing and/or assisting in other classes, meeting with teachers or parents, finalising the Professional Experience Report, etc. **Please note: if there is a need to further demonstrate underdeveloped skills it could be appropriate for the Pre-Service Teacher to remain on a full teaching load during this final week.***

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* The Pre-Service Teacher should assume financial responsibility for any photocopying done. It is important that permission is gained from the school BEFORE anything is photocopied or borrowed.
## 2.4 2015 INTERNSHIP Calendar

<table>
<thead>
<tr>
<th>TABOR SEM 1</th>
<th>SCHOOL TERM DATES &amp; HOLS</th>
<th>INTERNSHIP (50 Days)</th>
<th>TABOR SEM 2</th>
<th>SCHOOL TERM DATES &amp; HOLS</th>
<th>INTERNSHIP (50 Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 19</td>
<td></td>
<td>‘Beginning of School Year’ observation for 5 days over first 2 weeks of school year (starting when teachers resume).</td>
<td>JUL 06</td>
<td></td>
<td>TABOR ADELAIDE BREAK</td>
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<tr>
<td>JAN 26</td>
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<td></td>
<td>JUL 14</td>
<td></td>
<td>BREAK</td>
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<tr>
<td>FEB 02</td>
<td>1 ^</td>
<td></td>
<td>JUL 20</td>
<td>1</td>
<td>5 Days</td>
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<tr>
<td>FEB 09</td>
<td>2</td>
<td></td>
<td>JUL 27</td>
<td>2</td>
<td>5 Days</td>
</tr>
<tr>
<td>FEB 16</td>
<td>3</td>
<td>‘O’ WEEK</td>
<td>AUG 03</td>
<td>3</td>
<td>5 Days *</td>
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<tr>
<td>FEB 23</td>
<td>4</td>
<td>TABOR LECTURES BEGIN</td>
<td>AUG 10</td>
<td>4</td>
<td>5 Days ©</td>
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<tr>
<td>MAR 02</td>
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<td>AUG 17</td>
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<tr>
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<td>AUG 24</td>
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<td>7</td>
<td></td>
<td>AUG 31</td>
<td>7</td>
<td>5 Days *</td>
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<tr>
<td>MAR 23</td>
<td>8</td>
<td></td>
<td>SEPT 07</td>
<td>8</td>
<td>5 Days ©</td>
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<tr>
<td>MAR 30</td>
<td>9</td>
<td></td>
<td>SEPT 14</td>
<td>9</td>
<td>INTERNSHIP DEBRIEF &amp; GRADUATION CELEBRATION 14 Sep Attendance is compulsory</td>
</tr>
<tr>
<td>APR 06</td>
<td>10</td>
<td>TABOR ADELAIDE BREAK</td>
<td>SEPT 21</td>
<td>10</td>
<td>Report due at Tabor Adelaide</td>
</tr>
<tr>
<td>APR 13</td>
<td></td>
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<td>SEPT 28</td>
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<td>TABOR ADELAIDE BREAK</td>
</tr>
<tr>
<td>APR 20</td>
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<td>OCT 05</td>
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<td>OCT 12</td>
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<td>MAY 18</td>
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<td>NOV 02</td>
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<td>MAY 25</td>
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<td>NOV 09</td>
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<tr>
<td>JUN 01</td>
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<td>NOV 16</td>
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<td>TABOR ADELAIDE BREAK</td>
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<tr>
<td>JUN 08</td>
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<td>TABOR ADELAIDE BREAK</td>
<td>NOV 23</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>JUN 15</td>
<td>8</td>
<td>INTERNSHIP SEMINAR 18/19 June Attendance is Compulsory</td>
<td>NOV 30</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>JUN 22</td>
<td>9</td>
<td></td>
<td>DEC 07</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>JUN 29</td>
<td>10</td>
<td></td>
<td>DEC 14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND:**

^ DECD (Department for Education and Child Development) Schools commence

* Tabor Adelaide Liaison visits school to meet School Coordinator and Mentor Teacher(s) – this is a guide only, visits are to be arranged to suit school personnel

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

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

© Preferred weeks for Round-Table meetings
3 ASSESSMENT & REPORTING

3.1 Assessment Requirements

Pre-Service Teachers undertaking this Professional Experience are enrolled in the subject **INTERNSHIP PRACTICE (SECONDARY)** as part of the award of Bachelor of Education and Master of Teaching.

3.1.1 Internship Practice

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

1. **ATTENDANCE**
   Full-time attendance is required throughout the year (in-school activities, the Internship Seminar and the Internship Debrief). Pre-Service Teachers should not assume that additional days to make up absences will be available or approved. **Variation from the block may only be made by negotiation in writing with the School Coordinator, the Mentor Teacher, and the Tabor Adelaide Professional Experience Office.**

2. **PROFESSIONAL EXPERIENCE (80%)**
   Each Pre-Service Teacher will be required to undertake an observation and teaching program as outlined in this handbook.
   
   **In order for a Pre-Service Teacher to pass the INTERNSHIP Professional Experience, a final rating of at least COMPETENT must be awarded by both the Mentor Teacher and the Tabor Adelaide Liaison.**

3. **PROFESSIONAL EXPERIENCE PORTFOLIO (20% NGP)**
   **Due Date: No later than 3 weeks after the completion of the Internship**
3.2 Lesson Plans

Full lesson plans will be expected for at least 2 lessons per day in the first 3 weeks when advance notice of such lessons is given by the Mentor Teacher. Lesson note formats will vary according to need, though it is expected that major components will be recorded. Pre-Service Teachers should refer to Pedagogy and Curriculum Studies guidelines and should use the Lesson Plan format provided on the website at learn.taboradelaide.edu.au go to Courses > Education > Professional Experience (see format at the end of this handbook).

Once this skill is clearly evident, and with the approval of the Mentor Teacher and Tabor Adelaide Liaison, this written preparation may be reduced to a day sheet format, containing lesson purposes and key teaching points. Such approval is normally given after the Pre-Service Teacher has demonstrated to their Mentor Teacher and Tabor Adelaide Liaison that lesson purposes are being consistently achieved, effective management is being established, and that the Pre-Service Teacher is able to evaluate their own teaching performance competently.

3.3 Assessment Considerations

Mentor Teachers are responsible for guarding the standards of the teaching profession. Mentor Teachers are asked to use their professional discretion when assessing 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.

Please Note: The final assessment of the Pre-Service Teacher includes all Professional Experience days.

In assessing growth against the criteria contained in the report, consider that it is possible for a Pre-Service Teacher to attain the full range of ratings for this Professional Experience.

It is acceptable that the Mentor Teacher’s rating may differ from the Tabor Adelaide Liaison’s rating. If this occurs, it merely reflects the different perspectives and roles of the Mentor Teacher and Tabor Adelaide Liaison.

The Professional Experience Report has boxes which are to be marked to show the rating. Please only mark within these boxes.

In order to pass the INTERNSHIP Professional Experience, Pre-Service Teachers need to achieve a pass rating of at least COMPETENT from both the Mentor Teacher and the Tabor Adelaide Liaison.

PLEASE NOTE: A Pre-Service Teacher who unsuccessfully completes a Professional Experience 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 the Pre-Service Teacher will need to apply in writing and demonstrate the rationale for providing a repeat Professional Experience.

If a repeat Professional Experience is offered, the Pre-Service Teacher must re-enrol in the corresponding subject and complete all components in the following year.

3.4 Student at Risk Procedure

This procedure is designed to identify difficulties being experienced by the Pre-Service Teacher on Professional Experience and to facilitate support. If any Pre-Service Teacher is perceived to be at risk of not attaining a rating of at least COMPETENT, the Mentor Teacher is to contact the Professional Experience Office as soon as possible and the Student at Risk procedure will be implemented in consultation with the Tabor Adelaide Liaison.
3.5 Evaluation of Teaching Competence

The evaluation process should be a co-operative one, involving the Mentor Teacher, the Pre-Service Teacher, and the Tabor Adelaide Liaison. The School Coordinator may also be involved where appropriate and possible. We encourage open communication between all participants and written responses to be given to a Pre-Service Teacher, especially if there are areas of concern.

The reporting documentation reflects the Australian Institute of Teaching and School Leadership (AITSLL) 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. The Standards are also contained in the Second Round-Table Form (Part A) and in the Professional Experience Report (available on the website).

3.5.1 First Round-Table Meeting

- 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.

- Pre-Service Teachers need to encourage Mentor Teachers to prepare for the First Round-Table meeting by thinking about explicit areas where progress can be demonstrated.

- If the Pre-Service Teacher has any concerns at any time, these are to be discussed with the Mentor Teacher and/or Tabor Adelaide Liaison as appropriate.

- If difficulties are emerging, the Pre-Service Teacher will be notified and these issues discussed as soon as possible. The Pre-Service Teacher will receive both written and verbal feedback relating to any concerns that the Mentor Teacher has, prior to the First Round-Table meeting.

- If, at any time during the Professional Experience, the Mentor Teacher and/or the Tabor Adelaide Liaison think the Pre-Service Teacher is at an unsatisfactory standard and is at risk of failing, then they should invoke the Student At Risk procedure (refer to the Student at Risk Procedure Section of this handbook)

- A formative report (Form RT1) is completed by the Mentor Teacher, Pre-Service Teacher and Tabor Adelaide Liaison during the First Round-Table Meeting which takes place in the fourth week of the Internship block. For Middle Years / Secondary Pre-Service Teachers, a separate RT1 form should be completed for each Subject Area.

- The Mentor Teacher and Tabor Adelaide Liaison, together with 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 and Tabor Adelaide Liaison determine if the Pre-Service Teacher is at the level expected at this stage of the Professional Experience.

- During the First Round-Table meeting, the Pre-Service Teacher’s readiness to commence the three week full-time* teaching block will be assessed. See flowchart on following page.

* Refer to the ‘Requirements of Internship’ section of this handbook for an example of a full-time teaching load for Secondary school settings.
3.5.2 Second Round-Table Meeting

During the Second Round-Table meeting (held in the final days of the Professional Experience) the appropriate forms (Form RT2 Parts A & B) are completed and the Mentor Teacher(s) and Tabor Adelaide Liaison determine the final rating for the Pre-Service Teacher. Part A should be used as a guide for your discussions and assist you in arriving at the final rating.
3.6 The Professional Experience Report

The formal summative *Professional Experience Report* is a significant document which, in the case of an Internship, may be used in rating applicants for employment. It is recommended that participants use the Pre-Service Teacher’s Mentor Feedback book and any other source of written feedback when writing the report.

The evaluation rating given on the *Professional Experience Report* will, in most cases, be the same as that determined at the Second Round-Table meeting. However, if there is a variation to this rating, all participants (Pre-Service Teacher, School Coordinator, Mentor Teacher and Tabor Adelaide Liaison) will be involved in a discussion of the rationale for change.

Please ensure the following steps are adhered to:

1. The Professional Experience report is available for download from:
   learn.taboradelaide.edu.au go to Courses > Education > Professional Experience > Internship.

2. The **PROFESSIONAL EXPERIENCE REPORT** should be:
   i. **Typed** (the report has been created as a form in Microsoft Word and requires you to ‘TAB’ through the fields completing as necessary. To select a check box please ‘ENTER’ or use the ‘SPACE BAR’. The format is set to a specific font – please do not alter this),
   ii. **Printed out**,
   iii. **Signed**, and
   iv. **Forwarded** to Tabor Adelaide to be received within two weeks of the completion of the Professional Experience. For **Internship** Pre-Service Teachers who want to commence employment the following Term, the report should be returned promptly enabling them to finalise their course requirements and subsequently apply for registration with the Teacher’s Registration Board of South Australia.

   *Please note that the report forwarded to Tabor Adelaide should be the original* (not a photocopy).

**NOTE:** The Pre-Service Teacher is responsible for ensuring the completed report is either posted, or collected from the school and brought back in person, to the Tabor Adelaide Professional Experience Office. Failure to complete this requirement may result in a fail grade for Pedagogy Studies. The Tabor Adelaide Liaison should assist in this process if required.

Completed reports should be sent to:
Tabor Adelaide
School of Education
Professional Experience Office
PO Box 1777
Unley SA 5061

**PLEASE NOTE**

- The reports should be paper clipped together (not stapled) to facilitate processing.
- Please take note that Middle Years and Secondary Pre-Service Teachers will **require one report for each Subject Area**.
- Mentor Teachers and School Coordinators please complete the report as early as possible.
3.7 Professional Experience Indicators

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

**FAIL GRADE**

*Not Yet Satisfactory* - The Pre-Service Teacher is unable to show any consistent progress in required areas. If a Pre-Service Teacher is *not yet satisfactory*, there will be a lack of understanding of even the very basic requirements of the Professional Experience in the following areas:
- Curriculum development
- Teaching strategies
- Behaviour management
- Professional attitude
- Professional behaviours

A Mentor Teacher in this situation will have communicated their concerns with the Tabor Adelaide Liaison early in the Professional Experience and the Pre-Service Teacher will have received additional support.

**PASS GRADES**

*Competent* - The Pre-Service Teacher maintains a consistently sound level of skill and understanding in the following areas:
- Curriculum development
- Teaching strategies
- Behaviour management
- Professional attitude
- Professional behaviours
- Relationships with staff, students and parents
- Theory and practice
- Taking initiative and being highly motivated

The Pre-Service Teacher demonstrates an acceptable level of both programming/planning and teaching. The level of teaching practice is solid and consistent in most areas.

*Highly Competent* - The Pre-Service Teacher maintains a consistently high level of skill and understanding in the following areas:
- Curriculum development
- Teaching strategies
- Behaviour management
- Professional attitude
- Professional behaviours
- Relationships with staff, students and parents
- Theory and practice
- Taking initiative and being highly motivated
- Collection of resources
- Understanding and application of school policies
- Highly efficient in administration

A Pre-Service Teacher who is highly competent is unique, enthusiastic, highly skilled in most areas, resourceful and ‘a natural’ teacher.
4.1 Payment of Mentor Teachers and School Coordinators

A daily allowance is offered for the mentoring and supervision of Pre-Service Teachers. The payment is limited to the days scheduled for the INTERNSHIP BLOCK placement (ie. 40 days). In the case where more than one Mentor Teacher works with a Pre-Service Teacher, the School Coordinator will negotiate proportions accordingly.

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 Adelaide 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 Courses > 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 Internship Professional Experience Report has been completed, signed and returned. The school will then invoice Tabor Adelaide on behalf of all the Mentor Teachers and School Coordinators,

OR

b) Sent directly to the Tabor Adelaide 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 Internship Professional Experience Report 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 Adelaide 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 Adelaide Professional Experience Office at practicum@adelaide.tabor.edu.au.

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

Tabor Adelaide
School of Education
Professional Experience Office
PO Box 1777
Unley SA 5061
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 and under the control and supervision of a Mentor Teacher with whom they are placed. To this end, Mentor Teachers are ultimately responsible for the safety of the students. 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.

Pre-Service Teachers should never be left completely on their own. Even where a Mentor Teacher is absent from the room to allow the more advanced Pre-Service Teacher to be “in charge”, arrangements should be made with a neighbouring teacher to monitor the behaviour of the class. It should be noted that the statutory regulations require that a registered teacher be in charge of the class at all times.

As a rule, Pre-Service Teachers and Mentor Teachers should adhere to the following guidelines:

- Let everyone know your expectations clearly. State the “do’s and don’ts” simply.
- Should a potentially dangerous situation arise, intervene immediately.
- Where a potentially dangerous activity is being conducted, Pre-Service Teachers should not be left alone. Ensure that appropriate safety procedures are in place.
- Should Mentor Teachers decide to leave the class, they should:
  (a) Notify the Pre-Service Teacher of their exact whereabouts and means of contact.
  (b) Identify action should assistance be required.
  (c) Identify key participants from whom to seek assistance.
  (d) Ensure that the procedures are clearly understood by the Pre-Service Teacher and clarify the circumstances under which assistance might be sought.
  (e) Inform the neighbouring teacher of the situation.

The extent to which professional activities are delegated to 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.

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

All Pre-Service Teachers will have undergone the full day Responding to Abuse and Neglect - Education and Care training.

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 www.decd.sa.gov.au.
6 APPENDIX

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

[link]

Follow the links from Courses > Education > Professional Experience > INTERNSHIP

Do NOT photocopy the documents from the Handbook. These forms must be downloaded from the Tabor Online website.
### 6.1 LESSON PLAN FORMAT

<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></td>
<td>School:</td>
<td></td>
</tr>
</tbody>
</table>

#### Curriculum Content Descriptions

#### Anticipated Outcomes
- Unit Outcomes
- Lesson Outcomes

#### Students’ prior knowledge

#### Resources needed

#### Lesson sequence and time sequence
- Introduction: What ‘hook’ will you use to get students interested?
- Differentiation

- Beginning
- Middle
- End

#### Assessment of students (formative/summative)
- Methods to be used:

- Evaluation – for students. Where to next?

- Evaluation of your planning
## 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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</tbody>
</table>

**School** ................................................................. **Date** ........................................

**Professional Experience**  
**Internship**

**Yr Level/Subject Area(s)** ........................................

**Participants:**
- Pre-Service Teacher  
- Mentor Teacher  
- Tabor Adelaide Liaison  
- Others present ................................................

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?  
**YES / NO**

Is the Pre-Service Teacher ready to commence a full-time equivalent teaching load?  
**YES / NO**

**Signatures**

<table>
<thead>
<tr>
<th>Pre-Service Teacher</th>
<th>Mentor Teacher</th>
<th>Tabor Adelaide Liaison</th>
</tr>
</thead>
<tbody>
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</table>

**Mentor Teacher** general comments:

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**Pre-Service Teacher** general comments:

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</table>

Please fax form to 08 8373 1766 or scan & email to practicum@adelaide.tabor.edu.au
6.3. SECOND ROUND-TABLE FEEDBACK – FORM RT2

FORM RT2 – Part A

PROFESSIONAL EXPERIENCE SECOND ROUND-TABLE FEEDBACK

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

School......................................................................................................................... Date.............................................................

Professional Experience: INTERNSHIP

PARTICIPANTS Yr Level/Subject Area(s) ________________________________
Pre-Service Teacher
Mentor Teacher/s
Tabor Adelaide Liaison
Others present

Australian Professional Standards for Teachers have been developed by the Australian Institute for Teaching and School Leadership (AITSL), the Graduate Career Stage being specifically for graduate teachers. It is expected that graduates will have achieved these Standards on completion of a pre-service Teacher Education program.

Please use the following table to assist in determining the final rating for this Professional Experience. If a particular Professional Standard is not applicable for this Professional Experience, please indicate so in the Not Applicable column.

<table>
<thead>
<tr>
<th>AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS</th>
<th>MENTOR TEACHER</th>
<th>TABOR ADELAIDE LIAISON</th>
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</thead>
<tbody>
<tr>
<td>Graduate Career Stage</td>
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<td>N</td>
</tr>
<tr>
<td>PROFESSIONAL KNOWLEDGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Know students and how they learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Know the content and how to teach it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Plan for and implement effective teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Create and maintain supportive and safe learning environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Assess, provide feedback and report on student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL ENGAGEMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Engage in professional learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
<td></td>
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</tr>
</tbody>
</table>
**FORM RT2 – Part B**

**PROFESSIONAL EXPERIENCE SECOND ROUND-TABLE FEEDBACK**

**PLEASE 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: INTERNSHIP**

**PARTICIPANTS**

<table>
<thead>
<tr>
<th>Pre-Service Teacher</th>
<th>Yr Level/Subject Area(s)</th>
<th>Mentor Teacher/s</th>
<th>Tabor Adelaide Liaison</th>
<th>Others present</th>
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</thead>
<tbody>
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</tbody>
</table>

**MENTOR TEACHER COMMENTS (regarding areas of growth outlined in the First Round-Table meeting)**

_______________________________________________________________________________________
_______________________________________________________________________________________
_________________________________________________________________________________

**PRE-SERVICE TEACHER COMMENTS (regarding areas of growth outlined in the First Round-Table meeting)**

_______________________________________________________________________________________
_______________________________________________________________________________________
_________________________________________________________________________________

**FINAL RATING**

The Professional Standards table Part A, together with the Professional Experience Indicators page attached will assist in attaining the final rating for the overall performance of the Pre-Service Teacher during this Professional Experience. *The ratings given on the Professional Experience Report should be the same as that determined at the Second Round-Table meeting however, Tabor Adelaide reserves the right to alter the final ratings under extraordinary or extenuating circumstances and in consultation with relevant personnel.*

**MENTOR TEACHER** (Please check a box to show your rating of the Pre-Service Teacher’s current level of competency. The full range of ratings is possible for this Professional Experience.)

- [ ] N NOT YET SATISFACTORY
- [ ] C COMPETENT
- [ ] H HIGHLY COMPETENT

**TABOR ADELAIDE LIAISON** (Please check a box to show your rating of the Pre-Service Teacher’s current level of competency. The full range of ratings is possible for this Professional Experience.)

- [ ] N NOT YET SATISFACTORY
- [ ] C COMPETENT
- [ ] H HIGHLY COMPETENT

*THESE RATINGS SHOULD BE TRANSFERRED TO THE PROFESSIONAL EXPERIENCE REPORT*

**PRE-SERVICE TEACHER RESPONSE:**

- [ ] Agrees with and accepts the final rating
- [ ] Does not agree with or accept the final rating

**PRE-SERVICE TEACHER COMMENTS:**

_______________________________________________________________________________________
_______________________________________________________________________________________
_________________________________________________________________________________

Signatures

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Pre-Service Teacher ...........................................................................................................
Mentor Teacher ....................................................................................................................
Tabor Adelaide Liaison ........................................................................................................

PLEASE FAX FORM TO 08 8373 1766 OR SCAN & EMAIL TO practicum@adelaide.tabor.edu.au
6.4 INTERNSHIP PROFESSIONAL EXPERIENCE REPORT

School of EDUCATION
BACHELOR OF EDUCATION
INTERNSHIP REPORT*

INSTRUCTIONS FOR COMPLETION OF REPORT
1. Where the Middle Years and Secondary Pre-Service Teacher has more than one Subject Area, a separate report should be completed by each Mentor Teacher.
2. The Final rating should be the same as that given at the Second Round-Table meeting unless extraordinary or extenuating circumstances apply.
3. Please complete comments for each of the Sections 1-7 on the following page, with reference to the Standards on the final pages.
4. Reports should be typed.*
5. ‘TAB’ through the fields completing as necessary. Use the ‘SPACE BAR’ to select the required check boxes.
6. Please return the completed original report (no photocopies or facsimiles) to: Tabor Adelaide, Professional Experience Office, PO Box 1777, Unley 5061 within two (2) weeks of completion of the Professional Experience.

Please Note: This report is not valid unless it displays the Tabor Adelaide stamp.

<table>
<thead>
<tr>
<th>PRE-SERVICE TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
</tr>
<tr>
<td>SCHOOL COORDINATOR</td>
</tr>
<tr>
<td>MENTOR TEACHER</td>
</tr>
<tr>
<td>(Class or Subject/s Taught)</td>
</tr>
<tr>
<td>COURSE (click on one box only)</td>
</tr>
<tr>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>□ B Ed (Primary) (P4)</td>
</tr>
<tr>
<td>□ B Ed (Middle Years) (M4)</td>
</tr>
<tr>
<td>□ B Ed (Secondary) (S4)</td>
</tr>
<tr>
<td>PROFESSIONAL EXPERIENCE</td>
</tr>
<tr>
<td>NO. DAYS COMPLETED (including Observation days)</td>
</tr>
<tr>
<td>YEAR AND SEMESTER OF PROFESSIONAL EXPERIENCE</td>
</tr>
<tr>
<td>Semester 2, 2015</td>
</tr>
</tbody>
</table>

EVALUATION OF PROFESSIONAL EXPERIENCE

MENTOR TEACHER’S FINAL RATING for the evaluation of the overall performance of the Pre-Service Teacher during the Professional Experience. Please use the same rating as determined at the Second Round-Table meeting. Please check a box to show your rating of the Pre-Service Teacher’s current level of competency. The full range of ratings is possible for this Professional Experience.

- N NOT YET SATISFACTORY
- C COMPETENT
- H HIGHLY COMPETENT

MENTOR TEACHER’S Signature……………………………………………………………………………Date ………./…………/…………

SCHOOL COORDINATOR’S Signature……………………………………………………………………………Date ………./…………/…………

PRE-SERVICE TEACHER’S Signature……………………………………………………………………………Date ………./…………/…………

* THIS DIAGNOSTIC REPORT IS NOT DESIGNED AS A REFERENCE, BUT THE PRE-SERVICE TEACHER MAY CHOOSE TO SUBMIT IT WITH AN APPLICATION FOR EMPLOYMENT.

NB. The views expressed in the Tabor Adelaide Professional Experience Report are not necessarily endorsed by Tabor Adelaide. No responsibility is accepted by Tabor Adelaide for the accuracy of the information or for errors or omissions. Tabor Adelaide does not accept responsibility for any statements or expressions of opinion by the Pre-Service Teacher in the Professional Experience Report. Tabor Adelaide reserves the right to edit any material submitted for publication.
**SCHOOL CONTEXT**  Please add a brief description of the school

- School Sector (DECD, Independent)
- School Size, class size and composition of campus (R-12, Area, Primary, Secondary)
- Physical and/or unique characteristics
- Students with specific needs
- Socio-economic factors

**NOTE:** A list of the criteria to assist with the completion of Sections 1-7 is at the end of this report

<table>
<thead>
<tr>
<th>PROFESSIONAL KNOWLEDGE</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>KNOW STUDENTS AND HOW THEY LEARN</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>KNOW THE CONTENT AND HOW TO TEACH IT</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. <strong>PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING</strong></td>
<td></td>
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<td>4. <strong>CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</strong></td>
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<td>5. <strong>ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING</strong></td>
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PROFESSIONAL ENGAGEMENT

6. ENGAGE IN PROFESSIONAL LEARNING

7. ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

PARTICULAR COMPETENCIES, ABILITIES, CONTRIBUTIONS OR STRENGTHS RELEVANT TO THE ROLE OF TEACHER AS DISPLAYED DURING THE PROFESSIONAL EXPERIENCE

SUMMARY STATEMENTS

MENTOR TEACHER:

SCHOOL COORDINATOR:

PRE-SERVICE TEACHER:
6.5 Australian Institute of Teaching and School Leadership (AITSL) 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.
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.