Guidelines for EDP 425 Internship – 4th Year:

Students
Mentor Teachers
School-based Supervisors

53736-02-09 Cricos Provider Code 00301J
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SECTION ONE – INTERNSHIP OUTLINE

Curtin University Support

Interns will be supported administratively and academically through two key Curtin University roles:

Office of Professional Experience Administration for OUA students
Tel: 08 9266 7590
Email: hum-ed-ouaprac@curtin.edu.au

Steffan Silcox
EDP425 Internship Unit Coordinator (Academic Queries)
Email: steffan.silcox@curtin.edu.au

1.1 Process for Organising Internship

Curtin students enrolled in the Bachelor of Education (Primary or Early Childhood Education - ECE) course through OUA are responsible for organising their internship. It is expected that the circumstances of pre-service teachers will vary considerably in terms of the availability of schools and classes for the internship. This will depend on whether students are studying in a capital city, a rural centre, a small rural community, or even overseas. Nonetheless, the following procedure should be followed when organising the internship.

1. Arrange for the appropriate documents (Police Clearance, Working with Children card, etc.) to be completed well in advance of the commencement of the internship. Although you may have completed these previously, you must check for currency.

2. Establish the availability of appropriate schools in the vicinity of your place of study or where you live.

   • Make initial informal contact with a school(s) to ascertain that it will be possible to complete the internship at that school(s) and in the desired year/grade level(s). (Please note that for Primary Degree students the internship needs to be completed in a different year level to previous school experiences. This requirement is in line with AISTL National Program Standard (5.4) where pre-service teachers must “work with learners in a variety of school year levels”; It is highly recommended that ECE students complete their internship with 3 or 4 year olds or with children up to the age of 6, in a school context). If possible to complete an internship for one full school term at a particular school, make an appointment to see the Principal of the School and provide the official introductory letter from Curtin:

      See Appendix 1 - Internship Introductory Letter

   • Identify a potential Mentor Teacher in whose class the internship will be completed
• Identify a potential School–Based Supervisor who is prepared to act in this capacity

3. If accepted to complete your internship at a particular school after your first contact with the School Principal, make another appointment to the selected school to formalise the selection of the Mentor Teacher (MT) and the School-Based Supervisor (SBS)

4. Provide the potential MT and SBS with a copy of this Handbook.

5. Obtain signed consent from both parties

   See Appendix 3 - Mentor Teacher Appointment Form
   See Appendix 4 - School-based Supervisor Appointment Form

6. Finalise the dates for the internship.

   See Appendix 2 – OUA Study Periods and School Terms

7. Email the MT and SBS forms and any other significant information to Curtin (hum-ed-ouaprac@curtin.edu.au) as soon as this information is finalised, preferably before the Study Period you are completing your internship in, starts.

Please note: A school needs to be secured for your Internship before the SP starts, if possible. This is because once the SP starts, you need to start your planning and pre-visits to the school which includes familiarising yourself with the school context.

1.2 Introductory Information
Curtin University School of Education

The Teaching and Learning courses of the School of Education at Curtin University aim to prepare graduate teachers who are professional, caring, competent and “workplace ready”. Workplace ready graduates can provide evidence against each of the National Professional Standards for Graduating Teachers.

http://www.teacherstandards.aitsl.edu.au/

Curtin graduates are well placed within their first year of full-time teaching to support and enhance student learning in a diverse range of classroom settings.

The School of Education at Curtin University has been preparing professionals for practice in a wide range of education-related fields since 1974. The School is physically located in Perth, Western Australia. It is known throughout Australia for the quality of its programs, excellent teaching and the success of its graduates. The school offers pre-service courses in early childhood, primary and secondary teaching. In addition, it also offers a Graduate Diploma in Education in Secondary Education for those who already have a first degree such as Bachelor of Arts or Bachelor of Science. The School of Education also offers a number of Higher Education Post Graduate Degrees.

The School has a long history of delivering courses utilising a number of different modes: face to face, external paper-based, and external online. More recently, the majority of Curtin’s face to face courses are delivered employing blended learning environments. However, 2009 saw a new delivery mode for the Bachelor of Education (Primary) degree and a year later the Bachelor of Education (Early Childhood Education) emerge through the partnership with Open Universities Australia (OUA).

It is important to note that the students enrolled through OUA follow the same program that is offered on our Western Australian campus, but instead of attending classes, they participate in learning experiences that are offered in an online learning environment. Students are expected to participate in a range of activities over study periods of 13 weeks. Each unit requires around 8-10 hours of student participation each week.

Course Structure

The Bachelor of Education (Primary or ECE) is a 29 unit undergraduate degree that, if studied full-time, would be completed in four years of study. The course is comprised of core units that cover the essential topics required for primary school or early childhood teaching. After the first year, pre-service teachers have the opportunity to select specialist pathways and study a number of electives. All units are studied online; however, there is also a practical component, where pre-service teachers are required to spend at least 80 days placement in schools or a throughout the duration of their studies. The program culminates in a final internship of one full school term where pre-service teachers assume responsibility for a class of students, under supervision from a class teacher. The Internship is worth four (4) units towards the final degree.
Please refer to the Open Universities Australia website for more specific detail regarding the structure of the courses as a whole.


Aims of the School Experience or Internship Program

The Bachelor of Education (Primary or ECE) course is designed to integrate the pre-service teachers’ studies with practical learning experiences in order for graduates to achieve the following course outcomes. A graduate of this course can:

- Make informed decisions regarding teaching, learning and assessment, based on a comprehensive understanding of the learner and application of the curriculum.

- Be reflective, creative and critical in their approach to teaching, learning and assessment.

- Decide what information is needed and where it might be found, using appropriate technologies; make valid judgments and synthesise information from a range of sources.

- Communicate effectively and work collaboratively in educational contexts.

- Use technologies appropriately in educational contexts.

- Be self-motivated, critical, and reflective in their practice based on ongoing professional learning.

- Think globally and consider issues from a variety of perspectives; apply international standards and practices within a discipline or professional area.

- Respect and respond to the diverse needs of students and communities.

- Demonstrate leadership in education by analysing and applying appropriate practices based on a sound knowledge of the principles of learning, teaching and assessment.

In response to current research that indicates a need to enhance pre-service teacher school experiences, we have responded by appointing school-based practicum supervisors for our OUA students. These supervisors will be key school leaders with expertise in supporting pre-service teachers, and will be available on-site to offer advice and support at point of need. School-based supervisors will be well placed to collaborate and consult with mentor teachers and, to provide holistic support and a well-informed evaluation of the pre-service teacher’s skill development.

1.3 Previous School Experiences and Requirements
Pre-service teachers who are completing their internship will have completed and passed all other units required for their degree. They will have also demonstrated satisfactory accomplishment of general Literacy and Mathematics skills and understandings through formal testing.

Through their online course completion with Curtin University, pre-service teachers will have had many opportunities to work with students in both formal classroom settings and informal contexts. Pre-service students are encouraged to complete voluntary work in classrooms where possible for extra experience in the field. Students completing the Primary degree are required to work with children from a variety of year levels as specified in the AITSL Program Standard (5.4), therefore each school experience will be in a different year level to give students exposure to teaching children of various ages. Early Childhood Education students are educated to work with children from 0-8 years. Practical experience in the each of the degrees occurs as follows:

**Primary**

- Second year – EDP 220 *Behaviour Management* – 15 days (3 weeks) school experience in a classroom

- Third year – EDP 325 *Professional School Experience in Primary Education* - 15 days (3 weeks) school experience in a classroom; completed in the third year of the degree.

**Early Childhood**

- First year – EDE 107 *Professional Practice in Early Learning Centres* - 100 hours (4 weeks) in an Early Learning Centre. This must be with 0-2 year olds

- Second year – EDE 206 *Professional Practice and Enquiry-based Programming* - 25 days (5 weeks) in a school context and with 4-6 year olds

- Third year – EDE 304 *Professional Practice (Years 1-3)* - 15 days (3 weeks) in a junior primary class; 6-8 year olds.

### 1.4 Outline of Internship

The Curtin fourth year Internship includes an expectation that the pre-service teacher will complete five full-day visits to their school prior to the internship block, to work alongside their...
mentor teacher, supporting and assisting them, while at the same time familiarising themselves with the classroom context. Our pre-service teachers thus become part of the school workplace whilst building up their skills for their final 10-week internship.

- The Internship can be completed in Study Period 1, 2, 3 or 4. Pre-service teachers will consequently be in schools for either of Terms 1, 2, 3 or 4. It is clearly outlined that an Internship in SP4 or Term 1 does not suit most students. Students seeking to complete an Internship in SP4 or Term 1 must seek special permission from the Academic Unit Coordinator (steffan.silcox@curtin.edu.au). Pre-service teachers enrol for the chosen Internship study period the study period before (no earlier) subject to standard clearances by Curtin, but do not begin the 10-week placement until the beginning of the following school term, for example if you enrol in SP1, you will complete your 10 week teaching block in school term 2, if you enrol in SP2, you will complete your Internship in school term 3 and so on. The internship will not be finished within the study period in which enrolled; results will be made available once finished, and there is no need to enrol again or pay for the next study period.

See Appendix 2 - EDP425 Internship Study Periods and School Terms

- Interns are required to make five full-day visits prior to the 10-week block during the first six weeks of the study period in which they are enrolled. These learning experiences need to be recorded and returned to Curtin once completed.

See Appendix 23 – Record of Learning Experiences (5 full-day pre-visits)

- Each school experience must be undertaken in a different school, in order for pre-service teachers to be exposed to as wide a variety of learning environments as possible. Pre-service teachers may teach in Government, Catholic or Independent schools.

- Pre-service teachers are not permitted to teach in schools where family members are on staff or attending as students, or where they are currently employed in any other role or have been previously employed.

- Overseas students studying with Curtin OUA may complete their internship in an International School where English is the language of instruction.

- Pre-service teachers need to ensure they meet the AITSL National Program Standards. In line with standard 5.4, it is a requirement that pre-service teachers “work with learners in a variety of school year levels”. Therefore, the Internship needs to be in a different year level to a previous school experience. If this is not possible, the pre-service teacher needs to seek permission from the Unit Coordinator before the Internship can be approved.

Before Pre-service educators can undertake a Professional Experience placement in a school, there are three processes that must be completed as follows:

Students must have appropriate documentation, relevant to individual states:
Western Australian Department of Education Screening Police History Check
http://www.det.wa.edu.au/screening/detcms/portal/
National Police History Check – Application Package

1) **Part 1: National Police History Check – Information and Payment Page**

   **Part 2: CrimTrac Application/Consent Form – National Police History Check**

   **IMPORTANT:** You must download Part 1 and Part 2 and complete both documents and submit them as your application for a National Police History Check.

   **Identification certification and verification**

2) **Complete the form and send it with your payment directly to the address on the bottom of the form.**

3) **When the document is returned to you, you need to email a copy to Curtin Admin, hum-ed-ouaprac@curtin.edu.au.**

Working with Children Check (WWC)

   a. Inform Curtin Admin by email, hum-ed-ouaprac@curtin.edu.au, that you require a WWC application form or collect the form from Curtin University, School of Education.

   b. Once you receive the form, fill in the remaining sections (in black pen) and take it to a post office to process.

   c. The commission will notify Curtin of your clearance.

   **Valid for 3 years**

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**NSW**

Working With Children Check

Complete the form found in the following link and email a copy of your Application Number or WWC number to, hum-ed-ouaprac@curtin.edu.au, for verification.


**Valid for 5 years**
### SA

**SA Child-related employment screening form**

a) Email Curtin Admin, [hum-ed-ouaprac@curtin.edu.au](mailto:hum-ed-ouaprac@curtin.edu.au), to inform them that you need a SA screening application form.

b) Complete the form and take it to a Justice of the Peace or Police Officer for verification of your 100 point check. Then submit your application to a SA Post Office. Curtin University will be notified by the Department for Communities and Social Inclusion of your clearance.

*Working with Children/Polic Check is valid for 3 years.*

**South Australian Responding to Abuse and Neglect (RAN) Mandatory Training**

**Compulsory before attending a school placement:**

1. Attended a face to face or online lecture that has presented the information and resources described in the presentation *Promoting Safety and Wellbeing: Induction for tertiary students working with children and young people in education and care sites (DEC 2013)*

2. Participated in follow up discussions and completed the prescribed quiz with 100% accuracy

3. Curtin Admin will post a Certificate of Completion to the student

Further information is available of Blackboard Community Site, under Professional Experience Information

*Valid for 3 years*

### QLD

**Blue Card**

a. Email Curtin Admin, [hum-ed-ouaprac@curtin.edu.au](mailto:hum-ed-ouaprac@curtin.edu.au), to inform them that you need a Blue Card application form.

b. Curtin will send you the form with the necessary information filled out. Fill in the remaining sections and send it off to address on the last page of the form.

c. The Commission will then send Curtin University a letter confirming the clearance.

*Valid for 3 years*
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| ACT   | a) Click on the link below. Scroll down and click on ‘Working with Vulnerable People” application form  
        b) Complete the application form, follow the directions to submit it, and once it is returned to you, send a copy to Curtin Admin, [hum-ed-ouaprac@curtin.edu.au](mailto:hum-ed-ouaprac@curtin.edu.au) | Valid for 3 years |
| VIC   | a) Click on the link below and then click on ‘Application Forms Request’.  
        b) Complete the form and take to a Post Office. Once it is returned to you, send a copy to Curtin Admin, [hum-ed-ouaprac@curtin.edu.au](mailto:hum-ed-ouaprac@curtin.edu.au) (Note: you will need a passport photo) | Valid for 5 years |
| NT    | a) Email Curtin Admin, [hum-ed-ouaprac@curtin.edu.au](mailto:hum-ed-ouaprac@curtin.edu.au), to inform them that you need an Ochre Card application form.  
        b) Curtin will send you the form with the necessary information filled out. Complete the remaining sections and send it off to address on the last page of the form.  
        The Commission will then send Curtin University a letter confirming the clearance. | Valid for 2 years |
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<td><a href="https://www.education.tas.gov.au/documentcentre/Documents/Good-Character-Check-Application-Form.pdf">https://www.education.tas.gov.au/documentcentre/Documents/Good-Character-Check-Application-Form.pdf</a></td>
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<td>Complete the application form and once it is returned to you, send a copy to Curtin Admin, <a href="mailto:hum-ed-ouaprac@curtin.edu.au">hum-ed-ouaprac@curtin.edu.au</a>.</td>
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**Please note:** If you are overseas, you will need to satisfy the local requirements for working with children in the country you are living.

2. Pre-service teachers must also have completed an insurance form

   **See Appendix 5 – Curtin Insurance and Personal Accident Form**

3. A Code of Conduct agreement must be signed - please see below.

   **See Appendix 6 – Curtin Code of Conduct Form**
Duty of Care

Pre-service teachers need to be aware that whilst on professional experience, they owe to the pupils under their control, a responsibility to take reasonable care for the safety of those pupils.

Reasonable care means that a teacher must respond to all elements of foreseeable risk, and take reasonable steps to ensure that a pupil does not risk injury and that the health of the pupil is not put at risk.

A pre-service teacher on Professional Experience should be aware of the serious responsibility he or she undertakes as a pre-service teacher, for the health and safety of those pupils.

As this is a pre-service teacher’s final practicum and a formal internship, duty of care may be able to be taken for students, as long as certain conditions are met. These conditions will vary from state to state, and it is important that requirements for each state are checked and clarified with the school's administration staff.

In Western Australia, the WA Department of Education’s Duty of Care for Students policy states that:

“When non-teaching staff, volunteers or external providers agree to perform tasks that require them to personally care for students (in the absence of a member of the teaching staff) they also owe a duty to take such measures as are reasonable in all the circumstances to protect students from risks of harm that reasonably ought to be foreseen”.

Interns must therefore negotiate and agree to taking duty of care, subject to clarifying expectations and seeking advice from a teacher concerning reasonable risk.

Whilst the pre-service teacher is on placement, they are undertaking activities under the auspices of the other, host organisation. The pre-service teacher in such circumstances is subject to the rules and requirements of that school and are responsible to and report to the nominated SBS.

The mentor teacher is required to discuss with the intern the procedures to be followed in emergency situations. The intern must be able to contact a staff member at all times, in case of emergency.
1.6 Expectations for Internship

General

These expectations are provided in order to guide pre-service teachers as they prepare for their internship, as well as to inform discussions that take place between the pre-service teacher, mentor teacher and school-based supervisor. They reflect the qualities, skills and attitudes that Curtin University believe are essential for our teaching graduates. It is important that pre-service teachers are mindful of their position as temporary members of a school staff. As such, they are working with professionals who have had many more years experience in dealing with a whole range of educational situations and issues.

- **Be professional** – Take care to present in a professional manner (e.g., by dressing appropriately, phoning the school in advance, being punctual and respecting confidentiality).

- **Be organised** - Be well organised in terms of files (Teaching File and Resource File), student lists, and lesson plan outlines, as well as having a collection of potentially useful teaching resources. All lesson planning documents need to be prepared in detail and in time for your mentor teacher to give you feedback and advice prior to teaching.

- **Be courteous** – Ask before you use school facilities and return everything you borrow.

- **Be enthusiastic** – Make the effort to interact with staff and children in a social setting (e.g., at recess or after school) as well as in class. Offer to help, be positive, smile, be tactful, energetic, and appreciative to all.

- **Seek feedback and listen to advice** – Ask your Mentor Teacher to give feedback about one or two skills at a time (e.g., asking the teacher to monitor the type of questions you ask of students).

- **Exercise initiative at all opportunities** e.g., playground duty, sports supervision and other work as requested (or even if not) by the Principal or Mentor Teacher, and cooperate with and assist members of staff in every way possible. Volunteer for extra duties to gain as wide a range of experiences as possible. Make the most of every opportunity.

- **Select imaginative and appropriate** teaching and learning resources.

- Read through tutorial notes and assignments and list your own goals to achieve on the internship. Place this list in your Teaching File as a reminder.

- Continue to uphold the excellent reputation Curtin students have in schools. You are a guest in your school and many mutual benefits are enjoyed as a result of successful past Professional School Experiences. Your efforts will be noticed and appreciated.

- **Be open-minded** about the routines, teaching methods, and management techniques used in the classroom.
• **Acknowledge that the classroom teacher has expertise** concerning both the educational needs of the students in that class, and the appropriateness of the teaching strategies being used to meet those needs.

• **Recognise that no teaching can be value free** but that you should refrain from imposing particular political or religious views on students.

• **Realise that each student is an individual**, and take into consideration individual abilities, interests and learning styles. The pre-service teacher should strive for complete impartiality and fairness when judging student actions. In particular, discipline used should be consistent with school policy. Under no circumstances should physical punishment be administered by the pre-service teacher.

Interns will gradually assume increasing responsibility for the students' classroom learning. They will work collaboratively with the mentor teacher, in a supportive team-teaching partnership. The intern and mentor teacher will jointly plan, mutually interact, share the teaching load initially and together, they will evaluate and record the teaching outcomes.

### Specific Expectations

#### Prior to the internship beginning:

- Complete and submit all necessary paperwork to the Curtin OUA Practicum Administration Office. Advice of mentor teacher and supervisor details should be received **no later than the deadline of four weeks prior to the internship commencing and preferably before the SP begins.**

- Discuss with the classroom mentor teacher the specific requirements for the internship, as detailed in this handbook.

- Attend the host school for five full-day pre-visits; meet the teacher, class, and key school staff, familiarise yourself with the students’ characteristics and learning needs for the following term, and plan collaboratively with the teacher.

- Develop programs as beginning teachers, demonstrating the ability to determine students' developmental levels of knowledge, skills and attitudes; provide evidence of short and long term planning; provide appropriate teaching resources and effectively reflect on and evaluate students' learning.

#### Prepare a teaching file with hard copies of:

- Long term planning documents
- Lesson plans. Plans should indicate the learning area, the year level of the class and the date the lesson was taught. They should be filed in the order in which they were undertaken even when categorised into learning areas

See Appendix 8 Lesson Planning Key Points

See Appendix 9 Lesson Plan Template Example
See Appendix 10 Lesson Plan Example
- Federal and local clearance documents as needed for the location
- Curtin Insurance and Personal Accident Form (See Appendix 5)
- Internship Handbook (this document)

The teaching file must be kept up to date and accessible for the MT and SBS. Lessons should be indexed and prepared in advance, to allow feedback prior to the lesson.

- **During the internship:**
  - Maintain and add to the teaching file as above
  - Continue to develop programs as above, with effective reflections and evaluations of students' learning.
  - Demonstrate teaching competence and self-reflection over an extended period in a school, gradually accepting the full responsibilities of a beginning teacher.
  - Exhibit a growth of confidence and maturity based on development through gradual progression from supervised to unsupervised teaching.
  - Maintain purposeful records of children's development and progress against specified outcomes.
  - Observe and participate in the cycle of events in the day-to-day running of a school.
  - Demonstrate the ability to work collaboratively and positively with children, the school staff and the wider community.
  - Demonstrate increased competency in classroom management strategies, motivational techniques and student-centred teaching and learning processes, including co-operative learning situations that focus on higher level thinking.
  - Participate in regular feedback and planning sessions with the school-based supervisor and the classroom mentor teacher
  - Practise regular reflection on everyday teaching experiences to inform discussions with the mentor teacher and school-based supervisor.
  
  **See Appendix 10 - Lesson Plan Reflection**
  **See Appendix 13 - Daily Work Pad reflection**

- Continue to collect evidence for the teaching portfolio that meets the National Professional Standards for Teaching at Graduate level.

- Keep records of the teaching and learning process: planning/implementation/assessment and evaluation.
To conclude the internship:

- It is a requirement that all external students take part in an exit interview conducted with Curtin University staff via video conference. This will occur some time within the last two weeks of the internship and will also include the mentor teacher and SBS if possible. Further details regards this will be announced in Blackboard closer to the time.

- Participate in a reflective session at the end of the internship with the school based supervisor and the mentor teacher, where a summary report of the student’s internship is negotiated.

1.7 Absence or Injury

Absence

It is expected that pre-service teachers will at all times assume the professional aspects of the role of a teacher, accepting the constraints of punctuality, co-operation with staff and concern for the welfare of students.

Where absence is unavoidable, interns are required to notify the school (by telephone), Curtin University (School of Education Administrator) (hum-ed-ouaprac@curtin.edu.au) and the unit Coordinator (steffan.silcox@curtin.edu.au) no later than 8.45am on the day concerned. Students are expected to make up days lost through absence. For 2 or more consecutive days of absence, a doctor’s certificate is required; please present a copy to the school and also Curtin University. The Absentee Form (See Appendix 14) will need to be completed and returned to Curtin.

Injury

If a pre-service teacher is injured at school during the internship, Curtin University must be advised immediately as above. Please ensure you have your insurance certificate of currency at hand.

1.8 Role of the Mentor Teacher

Guidelines for Selection of the Mentor Teacher (MT) and School-based Supervisor (SBS)

- The MT and the SBS must not be related to the student teacher and must not have previously acted in this capacity for the student teacher in a previous school experience.

- The MT must hold an appropriate four-year teaching qualification recognised by Curtin University and have had at least two years full-time teaching experience. He or she must be
registered with the appropriate state or federal teacher registration body of college of teaching.

- The SBS must also hold an appropriate teaching qualification recognised by Curtin University and can be one of the following:
  - Principal, Acting Principal, Assistant Principal, Deputy Principal, or Senior Teacher (or equivalent) employed at the school where the Professional Practice is to be completed.

**Role of Mentor Teachers**

- Spend time with the school-based supervisor and inform themselves of the requirements of the Curtin Professional Experience placement as specified in the Internship Handbook.
- Introduce pre-service teachers to members of faculty/school
- Introduce pre-service teachers to the class as a teaching colleague
- Discuss the school, its social context, and administrative and evaluative strategies
- Encourage and support pre-service teacher’s classroom observations at every opportunity
- Model respectful classroom practice, discuss own lesson planning, pedagogy, classroom management
- Discuss expected standards and routines of the classroom
- Provide background information about the class
- Explain the planning process used: i.e. daily work pad, lesson plans and long term planning
- Explain current teaching programs and where pre-service teacher’s blocks of teaching will fit
- Collaboratively plan-program units of work with pre-service teachers
- Discuss assessment types and timelines and reporting strategies and requirements
- Induct pre-service teachers into ‘beyond’ classroom professional responsibilities such as yard duty, faculty and staff meetings and extracurricular activities
- Introduce pre-service teachers to the protocols of viewing/booking/using resources and technology
- Encourage pre-service teachers to observe the classes of teachers other than mentor teachers
- Assist pre-service teachers in preparation of lesson plans: Observe lesson delivery and give verbal and/or written feedback
  
  *See Appendices 15 &16 for Optional Lesson Comments and Suggestions forms*

- Ensure that the pre-service teacher has a strong understanding of the connection between objectives and assessment
- Ensure that pre-service teachers are appropriately supervised at all times in the classroom
- Assist pre-service teachers in development of formative and summative assessment tasks
- Give models for recording and responding to student achievement
- Model teacher to parent interactions and involve pre-service teachers in these interactions where possible
- Hold regular professional discussions, offering professional advice and feedback and allowing pre-service teachers to share their own feelings, reflections and concerns about their practice
- Assist pre-service teachers to develop a repertoire and use of classroom management strategies and a resource bank or Resource File to assist their teaching
• Discuss with the intern any aspects of his/her teaching that are not developing as expected. These discussions should take place as soon as any slight concern is apparent and should make reference to the assessment map, which is based on the National Competency Standards for Teachers, at Graduate level. Interns should be given opportunities to improve. Complete and discuss the Progress Report with the Intern at about the beginning of Week 5.

**See Appendix 17 - Intern Progress Report**

• Support the intern when difficulties arise
• Indicate to the intern areas of strength and weakness in content and strategies
• Complete a final report for the intern and discuss it with him/her, along with the SBS, in a three-way conference in the final week of the internship.
• Complete a final grade sheet for the intern and submit it to Curtin (the intern does not sight this mark). See the Assessments section of the Handbook.

It is important that the MT remembers that each intern is still a student of teaching. Whilst some interns may be developing well, MTs are reminded that pre-service teachers often do not have the background to initiate teaching strategies other than those in evidence in the classroom.

For a harmonious classroom, the intern, MT and students need to work collaboratively and respectfully. A mutually supportive relationship between the intern and the MT should benefit both parties and the class generally.

**Please complete and forward the mentor teacher appointment no later than 4 weeks prior to the internship**

**See Appendix 3 - Mentor Teacher Appointment Form**
1.9 Role of School-based Supervisor (SBS)

Ideally, the SBS will meet with the student and the MT at least once during the five pre-visits prior to the internship commencing. Once the internship is under way, it is suggested that the SBS observes one lesson or part of a lesson each week and discusses progress with the MT and/or the intern. Formal written feedback on lessons observed is required for at least 3-4 lessons.

The SBS will offer supportive assistance as required, and provide an additional assessment of the pre-service teacher’s professional skills and personal qualities at the end of the internship and also a final mark. The role of the SBS includes:

- **Mentor** - by supporting the pre-service teacher, responding to them, helping to build self-esteem and assisting them handle difficulties. Pre-service teachers have indicated that a supportive, encouraging supervisor gives them invaluable assistance;

- **Observer** - by agreeing on what to observe, focusing on the aspects being observed and preparing an analysis before discussing with the pre-service teacher;

  - **Analyst** - by providing feedback, helping the pre-service teacher to analyse performance and sharing their interpretation of future actions required. Pre-service teachers appreciate as much feedback as possible; For each observed lesson, supervisors are asked to complete written feedback giving comments and suggestions, leaving the original with the student and a copy with the MT to be forwarded to Curtin. There are two suggested formats provided as below, or schools may prefer to use their own.

  See Appendices 15&16 – Optional Lesson Comments and Suggestions form

- **Advisor** - by discussing presentation skills, through appropriate questioning and conferencing, help the students develop suitable problem-solving strategies;

- **Liaison person** - by facilitating communication between all members of the pre-service teaching situation and handling any conflicts which may arise and liaising with Curtin University Internship Unit Coordinator if needed.

- **Evaluator** – by reviewing information in the light of all contextual factors, before final judgments are made and concluding reports are compiled. Supervisors will find the National Professional Standards for Teachers helpful for these reports.


See Appendix 16 - Suggestions for Classroom Demonstrations based upon the National Professional Teaching Standards

See Appendix 18 - Final Assessment Report
The SBS and MT are asked to make a time to discuss the internship with the intern and their Progress Report at the end of Week 4 or the beginning of Week 5.

The SBS is asked to consider the following during the internship:

- The extent to which the intern is assuming the professional responsibilities of a staff member.
- The intern’s teaching file, which should be a complete record of the internship, with all prepared lessons in an organised and indexed order.
- The intern’s observation records and reflective evaluations. Pre-service teachers often need guidance in this aspect of their Professional School Experience.

See Appendix 10 - Lesson Reflection
See Appendix 13 - Daily Work Pad Reflection

Please refrain from comparing students, schools or universities.

Student teachers will have the opportunity to read and sign their reports before they are submitted to Curtin University.

Please complete and forward the school-based supervisor appointment form no later than the deadline of four weeks prior to the Internship commencing.

See Appendix 4 - School-based Supervisor Appointment Form

SECTION TWO – PLANNING AND PROGRAMMING
2.1 Planning Requirements

During the Internship, students will be required to write programs in all learning areas usually taught by the classroom teacher. Work on these programs can begin during the familiarisation visits prior to the internship, and then be finalised in the first two weeks of the internship. All programs should be in place for the beginning of Week 3. Once programs are finalised, interns may move to a Daily Work Pad format, but until then, full lesson plans should be prepared.

2.2 Lesson Preparation

Week 1

Write condensed lesson plans in Week 1 to consolidate planning skills. Evaluate daily.

During this period it is anticipated that the pre-service teacher will:

- Become familiar with all aspects of the classroom routines
- Plan, teach and evaluate 3 or 4 lessons per day or 40% of teaching load
- Plan with the classroom mentor teacher and have an approved teaching program for all learning areas taught for weeks 2-3
- Assist the classroom mentor teacher when not engaged in other duties
- All lesson preparation notes are to be written in a condensed version of the full Lesson Plan, not a Daily Work Pad format

Week 2

In collaboration with the classroom mentor teacher prepare Daily Work Pad for each day during Week 2.

The pre-service teacher will teach up to 60% of the teaching load.

As the Internship progresses it is anticipated that Daily Work Pad preparation should be adjusted to realistically reflect the student’s ability and the increased demands made on his/her time by the teaching load.

Lessons may be prepared in a modified form using headings similar to the following:

- **Objectives** - Specific learning outcomes [These must match assessment exactly]
- **Key Organisational and Teaching Points** - steps in lesson/s, which should highlight any particular aspects of organisation, planned and any key facts which the students should be expected to learn during the lesson
- **Time Schedule** – Indicate times for each section of the lesson
- **Assessment** – How will the outcomes be assessed?
- **Evaluation** - Did you reach your objective? Pre service teachers should be aware of the importance of immediate evaluation of lessons and make notes, tabulated results, examples, etc. of how well the objectives were achieved, including aspects which need to be re-taught. Follow-up planning should also be recorded on programs
• **Transition** - No one format is specified, but the Daily Work Pad should be neatly set out and easily understood by the SBS and classroom mentor teacher. Suggested formats are at back of this handbook.

### Weeks 3 Onwards

Once the full programs are finalised, interns may move to Daily Work Pad preparation only. Daily Work Pads should be prepared one week at a time, and be made available for the mentor teacher to view and give feedback on prior to each week beginning.

No one format is specified, but the Daily Work Pad should be neatly organised and easily understood by the mentor teacher and supervisor. It is advisable to include more detail than may be found in an experienced teacher’s Daily Work Pad.

**See Appendix 11 – Daily Work Pad Format**  
**See Appendix 12 – Daily Work Pad Example**

Reflections of lessons and the work pad should be undertaken regularly, and should use a framework such as the example in **Appendices 10 & 13**

*The pre-service teacher will assume 100% teaching at this time and take full responsibility for the class from week 3 onwards.*

### Guidelines for Programs

Whilst no format for programming is specified, it is anticipated that the programs developed will include the following dimensions:

- **General Information** - Information about the school and class
- **Overview of Current Documents and Learning Framework** - Overview of current and appropriate departmental documents e.g. Your State’s Syllabus; Australian Curriculum, Early Years Learning Framework
- **Expected Outcomes** - A broad description of student competencies reflecting long-term learning across integrated learning areas. A description of the reasons for planning a particular topic (including students’ prior knowledge and developmental levels)
- **Learning Objectives** - The program objectives cover an extended period of time
- **Organisation** - A description of planning details that may include timetabling, seating arrangements, sequencing, group organization, resources, program overview or background information about the children.
- **Content** - A description of the content to be covered. Content is usually organised in weekly blocks and includes details or activities planned for each subject
- **Evaluation/Record Keeping** - A description of the purposes, focus and techniques for
evaluation and record keeping. Evaluation should be on-going

2.3 Teaching File

Interns should always have their teaching file up-to-date and accessible for the MT, SBS and if applicable, the Principal. Lessons should be indexed and prepared 2 or 3 days in advance.

The teaching file should contain the following:

- National Police Clearance Form
- Working With Children Card (or equivalent required by each state or location).
- Curtin Insurance Policy Form
- Internship Handbook (this document)
- Lesson plans - Plans should indicate the learning area, the year level of the class and the date the lesson was taught. Lesson plans should be filed in the order in which they were undertaken even when categorised into learning areas.
- Teaching and learning resources that may have been used.
- Self-reflective comments from the pre-service teacher for each lesson, together with written comments from either the MT or the SBS.

The file is often interpreted as being indicative of the Pre-service teacher's attitude. For this reason, it is to the intern's advantage to ensure:

- Professional clarity and presentation of the file, including aspects such as the uniformity of paper size, neatness and legibility and general appearance.
- Availability of the file for others who may wish to view it.

2.4 Resource File

Pre-service teachers have many opportunities to observe a wide variety of learning and teaching experiences and will, therefore, gradually accumulate an organised collection of ideas and resources that can be a valuable reference for a new teacher.

In order to organise these experiences and resources, it is requested that each intern organise a resource file and keep a record of relevant materials that are considered to be useful references.

The following list of suggestions is included as a guide to the many types of resources that could be included.

- Book Lists
  - Teachers' reference books.
  - Children's books and the level for which they are suited.
  - Activity books and the level for which they are suited.
  - Reading schemes used in schools - relevant comments on various series and their application.
• **Songs, Dances and Music**
  o A collection of songs, singing games, dances and music that is suitable. Reference sources, actual copies and/or a cassette, CD, recording could be included.

• **Poetry**

• **Stories**

• **Curriculum Activities**
  o Ideas for students’ activities, such as energisers, self-esteem games and so on, should be collected and indexed for all learning areas.

• **Resources within the school**
  o Curriculum resources that may be purchased, such as sporting equipment, computer software.
  o Ideas for charts, rosters, routines, rules, room arrangements and so on, that may be adapted for use in your own class.

• **Administrative Resources**
  - Individual Education Plans (IEP)
  - Bullying Policy
  - School Excursions
  - Teacher Letters
  - School Booklet (parent information)

• **Web sites**
  - list URLs of valuable sites that contain lesson plans, interactive activities or procedures.

There is no prescribed format for the Resource File, however, it is to the intern’s advantage that a system evolves to classify resources so that they are readily identifiable and accessible.
SECTION THREE – MONITORING, ASSESSMENT AND REPORTING

3.1 National Professional Standards for Teachers

Assessment of interns will be informed by the National Professional Standards for Teachers. Competencies in various domains have been identified as required at Graduate level. These can be viewed at:

http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers/Standards

The interim or progress and final report have been informed by these guidelines and the intern should be assessed according to the extent to which they have demonstrated behaviours identified on the final report format.

Three separate forms are combined to comprehensively evaluate the pre-service teacher:

Part 1: Pre-service Teacher Progress Report. Classroom Mentor teachers are asked to discuss this report with the pre-service teacher in their class and indicate Competent or Not Yet Competent, throughout the report, with substantiating comments if appropriate. Please provide this feedback to the student by week 5, before emailing / faxing it to the Curtin Professional Experience office. If possible, the form should be discussed with SBS as well.

Mentor teachers are reminded that the Intern Progress Report is an interim report. It should therefore indicate areas that require attention and provide a realistic assessment of the intern’s progress for this level of development. Information indicated on this report provides valuable feedback for the intern on which to base their goals for the final weeks of the internship.

See Appendix 11 – Internship Progress Report

Part 2: Pre-service Teacher Final Report - The Classroom Mentor and the SBS complete the report together and post it to Curtin as soon as possible at the conclusion of the 10 week practicum. The pre-service teacher will be given the original copy whilst the office copy is to be returned to Curtin University by the last day of the practicum.

See Appendix 11 – Internship Final Assessment Report

Part 3: Pre-service Teacher Assessment Slip (Final Grade) - The classroom mentor teacher and the SBS each award a mark out of 10. Interns should only be awarded grades within the categories provided. It is especially asked that mentor teachers and school-based supervisors keep to the scale and do not use half marks. Please note that it is acceptable to award a 10/10 to an intern exhibiting outstanding teaching skills as a final year pre-service teacher. Both slips are then emailed or faxed to Curtin

Please do not disclose individual marks to the pre-service teacher.

See Appendix 11 – Internship Final Assessment Grade Slip
### 3.2 Internship Assessment Summary

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<tr>
<td>Progress Report</td>
<td>Intern, Mentor Teacher</td>
<td>Discuss report with student during Week 4; include supervisor if possible</td>
<td>Submit electronically by end Week 5</td>
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<tr>
<td>Assessment Form (Final Grade)</td>
<td>Mentor Teacher, School-based supervisor</td>
<td>Each awards the intern a mark out of 10</td>
<td>Submit electronically with final report at conclusion of internship</td>
</tr>
<tr>
<td>Final Report</td>
<td>Mentor Teacher, School-based supervisor, Intern</td>
<td>The mentor teacher and the school-based supervisor each complete the two page report. Discuss with intern.</td>
<td>Submit electronically with final mark at conclusion of internship</td>
</tr>
</tbody>
</table>

All reports and assessments are submitted electronically to Curtin, and the intern should be provided with a signed copy of each report, apart from the two Grade Slips that are emailed to Curtin by the mentor and SBS.

The set of National Professional Standards for Teachers within this handbook should provide classroom mentor teachers with help to determine the pre-service teaching grade to be assigned, as well as provide guidelines for completing the pre-service teacher Final Report Form.

**See Appendix 16 – Suggestions for Classroom Demonstrations by Graduate Teachers based on the National Professional Teaching Standards**
3.3 Students “At Risk”

Please contact the Internship Coordinator, Steffan Silcox (steffan.silcox@curtin.edu.au) if the pre-service teacher is considered “At Risk”

“At Risk” is the term used to signify that the student is failing to make progress towards meeting the Graduate teacher competencies and the required professional behaviour and skills at a level normally expected of pre-service teacher at their stage of professional learning. The “At Risk” procedure must be implemented by week 4 or 5 of the final practicum. The SBS has charge of the “At Risk” process and it is their decision to initiate the “At Risk” process and to notify the Curtin Internship Coordinator.

- The mentor teacher and school-based supervisor must discuss the intern’s progress and identify the specific aspects of the intern’s work that need attention.
- Advice may be sought from other key school leaders and from the Curtin University Internship Coordinator if required.
- Some examples where students could require specific assistance could include:
  - Classroom and behaviour management
  - Time management
  - Commitment to the professional experience
  - Personal or family issues affecting performance
  - Ability to follow advice
  - Written requirements of planning and assessment
- Required improvements are clearly identified and entered on the “At Risk” form
- The intern should receive clear counsel of appropriate steps to be taken to address the deficiency.
- A specified number of teaching days must be given in which to make the required improvements (usually 5).
- Repeated unsatisfactory performance will result in a failing grade.

OR

As the needs of students are always paramount, if it is believed that students are being seriously negatively impacted, the intern’s placement should be terminated immediately and the pre-service teacher receive a failing grade.

A copy of the “At Risk” schedule (Appendix 14) needs to be emailed to the Internship Coordinator and the Curtin Professional School Experience Office (steffan.silcox@curtin.edu.au AND hum-ed-ouaprac@curtin.edu.au)
## APPENDICES

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Dear Principal,

Thank you for agreeing to meet with one of our fourth year Bachelor of Education Primary/Early Childhood Education (ECE) pre-service teachers, with a view to considering a teaching placement in your school.

Our pre-service teachers are enrolled in a Bachelor of Education (Primary/ECE) degree at Curtin University through Open Universities Australia. They follow the same program that is offered on our Western Australian Campus of Curtin University, but instead of attending classes, they engage in learning experiences that are offered in an online learning environment. Our pre-service teachers are expected to participate in a range of activities over a study period of 13 weeks (equivalent to one semester on campus). Each unit requires around 8-10 hours of student participation every week and the assessment requirements and quality are moderated across delivery modes (face to face/online).

Professional experience is an integral part of Curtin University education degrees, so in addition to their study, pre-service teachers have school practicum requirements. Each pre-service teacher is required to teach in a different school on each professional experience placement, in order to be exposed to as wide a variety of learning environments as possible. Pre-service teachers may undertake their placement in Government, Catholic or Independent schools. It is important to note that pre-service teachers are not permitted to undertake their placement in schools where family members are on staff or attending as students. Overseas pre-service teachers may complete their placement in an International School where English is the language of instruction.

Before students can undertake a professional experience placement in a school, they must have:

- Completed the academic content of the associated Professional Experience unit(s)
- A Police Clearance applicable to each state/country
- A current Working with Children Clearance (WWC)
- A signed Code of Conduct agreement
- An Insurance Form

Thank you for considering supporting our pre-service teachers in your school on their internship. We really appreciate the opportunity to partner with your school to help us prepare our pre-service teachers to take their place in schools as professional teachers. The University could not do this without your valuable input.

If you have any further questions or enquiries, please do not hesitate to contact the relevant staff as indicated in the internship handbook or at the top of this letter. Your first point of contact regards any academic aspects is the Internship Unit Coordinator – Steffan Silcox (steffan.silcox@curtin.edu.au).

Kind regards,

Dr Susan Beltman
Director Student Experience
School of Education
Curtin University
## EDP425 - Internship

**SCHOOL OF EDUCATION**  
Ph: 9266 7590

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## Mentor Teacher Details

Student Teacher: _________________________________  ID # _________________

### Teacher Details

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I agree to act as Mentor Teacher for _________________________________ who will teach in my Year ________ class during the period of _________________________________(Dates)

I have read the Guidelines for Professional Experience provided to me by the Student Teacher and consent to them.

Signed: __________________________________________ Date: _________________

Signed (School Principal): ______________________ Date: _________________

Appendix 4
Supervisor/Assessor Details

Student Teacher: _______________________________                 ID # _________________

School-Based Supervisor/Assessor Details

Name: _____________________________________________________________________
Current Role: Principal / Deputy Principal / Senior Teacher
Email Address:  _____________________________________________________________
Contact Number: _____________________________________________________________
Teaching Qualifications: _______________________________________________________
___________________________________________________________________________
Institution/s and Year/s: ________________________________________________________
Teacher Registration Details: ___________________________________________________  
Department of Education Number:  ______________________________________________

School Details

School Name:  ______________________________________________________________ 
Address: _____________________________________________________________
____________________________________________________________
School Phone: __________________________Fax:________________________________ 
School Email: _____________________________________________________________ 
School ABN: _______________________________________________________________
School Principal: ____________________________________________________________ 

I agree to act as Supervisor/Assessor for _________________________________________
I have read the Guidelines for Professional Experience provided to me by the Student Teacher and 
consent to them.

Signed: ___________________________________________ Date: _________________
Signed (School Principal): ___________________________ Date: _________________ 

Appendix 5
Personal Accident Insurance Form

Acknowledgement of Insurance provided for Students involved in Authorised Activities

Enrolled students of the University undertaking approved work/field experience and participating in approved field trip excursions, may be covered under the University’s Personal Accident Insurance Policy in the event of injuries sustained whilst involved in authorised activities.

Cover under this policy is limited to Australia and may only be provided where:

- The work/field experience is a formal requirement of the student's course/unit or, if not a formal requirement, approval has been specifically obtained from the Pro Vice-Chancellor Academic Services or the relevant Executive Dean;
- The School/Department/Area has approved the work/field experience;
- The student is an enrolled student of the University at the time of the work/field experience;
- In the case of student field excursions, these involve a direct trip to and from the relevant campus/home address and the site of the actual excursion; and
- The student does not receive any remuneration for the work experience placement or practicum (if the student is being paid, the student would be covered by the host organisation's workers' compensation policy);

The Personal Accident insurance provides the following benefits:

- Death and capital benefits:
  - Volunteers aged 6 months to 17 years inclusive $15,000
  - Students aged 14 years to 17 years inclusive $15,000
  - Students & Volunteers 18 years and over, up to 80 years $100,000
- Home tutorial benefits: $200 per week (maximum of 52 weeks)
- Loss of income (if employed): $200 per week
- Domestic help: $200 per week (maximum of 52 weeks)
- Medical expenses (if applicable): $10,000 (subject to a $50 excess any one injury).
- Funeral expenses: $5,000

Principal exclusions:

The policy is restricted to injuries sustained in Australia and is subject otherwise to the following principal exclusions:

- Intentional self injury or suicide or any attempt at suicide
- Flying or other aerial activity unless as a passenger in a properly licensed aircraft
- The injured persons criminal or illegal act
- Participation in or training for any professional sport
- Pregnancy, childbirth or miscarriage
- Sexually transmitted disease, or AIDS disease or H.I.V. infection (This exclusion does not apply to the Accidental H.I.V. infection benefit.)
Personal Accident Claims

In the event of injury to a student, which may entitle the student to a claim under the Personal Accident policy, a claim form (http://corporaterisk.curtin.edu.au/forms/) should be completed by the relevant School/Department/Area and forwarded to Corporate Risk together with any supporting certificates or documentation. The initial recovery of medical expenses must be made through the student’s private health fund, Medicare or overseas student health cover, whichever is applicable. The Head of Faculty/School must confirm in writing that the field trip or other placement was a formal part of the student’s course/unit requirements, and attach that to the claim form.

Student declaration acknowledging insurance provided for authorised activities

I hereby acknowledge

- That I have read and understand the nature of Curtin’s insurance cover provided for authorised student activities;
- That in the event of injury which may entitle me to make a claim under the Personal Accident policy, I am responsible for furnishing all relevant details/documentation relating to the injury to my School/Department/Area so as to facilitate the claim process; and
- That I am responsible for the payment of initial medical expenses through my private health fund, Medicare or overseas student health cover, as appropriate.

Student Number: __________________________
Student's First Name: _______________________
Student's Surname: _________________________
Signature of Student*: ____________________________ Date: _______________

*Alternative if Student is a Minor (e.g. Kalgoorlie VTEC Students)

Signature of Parent/Guardian: ____________________________ Date: _______________
Signature of Course Controller/Supervisor: __________________ Date: _______________

CRICOS Provider Code: 00301J (WA); 02637B (NSW)

Appendix 6

Code of Conduct Form

Curtin Internship Guidelines 2014
All interns will be required to read and sign this code of conduct prior to commencing their internship. Please print and sign this form.

**Code of Conduct - Pre-Service Teacher Education Students**

<table>
<thead>
<tr>
<th>Personal presentation</th>
<th>It is the professional duty of pre-service teachers to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• ensure professional dress and grooming standards</td>
</tr>
<tr>
<td></td>
<td>• adopt an approachable and pleasant demeanour at all times</td>
</tr>
<tr>
<td></td>
<td>• maintain high standards of personal hygiene.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of school resources</th>
<th>It is the professional duty of pre-service teachers to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• respect the needs of the staff at the school in the use of equipment such as computers and photocopiers</td>
</tr>
<tr>
<td></td>
<td>• comply with school or department procedures for the use of audio-visual, library, and other resources</td>
</tr>
<tr>
<td></td>
<td>• ensure that learning materials are carefully prepared, well before the lesson</td>
</tr>
<tr>
<td></td>
<td>• recognise that schools have limited budgets and that resources should be used thoughtfully.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborative relationships</th>
<th>It is the professional duty of pre-service teachers to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• refrain from public criticism of university and school colleagues</td>
</tr>
<tr>
<td></td>
<td>• respect the confidentiality of colleagues and students in their care</td>
</tr>
<tr>
<td></td>
<td>• engage with and respond positively to professional advice and feedback</td>
</tr>
<tr>
<td></td>
<td>• promote harmonious and respectful interpersonal relationships among staff and peers</td>
</tr>
<tr>
<td></td>
<td>• manage emotional tension with maturity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy and legislation</th>
<th>It is the professional duty of pre-service teachers to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• be familiar with school policies and ensure that these are enacted to the best of their ability</td>
</tr>
<tr>
<td></td>
<td>• understand the implications of duty-of-care requirements</td>
</tr>
<tr>
<td></td>
<td>• be cognisant of, and operate within the legislative requirements specified in the School Staff Handbook.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional diligence</th>
<th>It is the duty of the pre-service teacher to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• prepare thoroughly for all aspects of the teaching practicum, allowing sufficient time for consultation with the Mentor Teacher</td>
</tr>
<tr>
<td></td>
<td>• participate actively in the life of the school community by working with their Mentor Teacher in all aspects of his/her duties and becoming involved in a diversity of activities within the school</td>
</tr>
<tr>
<td></td>
<td>• demonstrate commitment through the effective management of time, including early arrival at school, productive use of DOTTT time and tactful use of recess and lunch times, and meeting university and school deadlines</td>
</tr>
<tr>
<td></td>
<td>• observe school and university regulations regarding attendance</td>
</tr>
<tr>
<td></td>
<td>• undertake willingly all duties as required by the Mentor Teacher.</td>
</tr>
</tbody>
</table>

I have read and fully understand the above and agree to abide by this Code of Conduct during my pre-service education.

Name: ___________________________ Student No: _________________________

Course: ____________________________

Signature: ___________________________ Date: _________________________
**LESSON PLAN TEMPLATE EXAMPLE**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year</th>
<th>Time/Session</th>
<th>Date</th>
</tr>
</thead>
</table>

**Objectives**
- Specifically in this lesson
  - WHAT will the students learn?
  - HOW will the students demonstrate learning?
- State relevant, realistic, observable and measurable objectives
- Use descriptions of observable student behaviour or performance that will be used to make judgments about learning
- Objectives are about the evidence of learning; they specify what behaviour a student must demonstrate or perform in order for a teacher to infer that learning took place. You must have a behavioural verb and the criteria (a statement that specifies how well the student must perform the behaviour) in each objective.

**Children’s Prior Knowledge/Experiences**
- Details of previous lessons, excursions, incursions, assessed knowledge and understandings.

**Learning Environment**
- Physical classroom environment - things you need to do to prepare the classroom or learning area.

**Resources**
- Equipment, materials, human resources.

**Introduction/Motivation**
- What you will do to engage the students in the learning?
- How you will make links to past experiences?
- How you will set the tone for the lesson?

**Stated Objectives And Purpose**
- Use plain language to state what the lesson will cover and why.

**Main Body Of The Lesson**
- A sequential overview of your lesson. The stages involved in the lesson/activity.

**Conclusion/Review And Reflection/Transition**
- Conclusion/Review – How will you conclude the lesson? How will you include all students?
- How will you clarity what the pupils have learnt? (Ask questions/work sample/whole class reflection/ small group then whole class sharing)
- Transition - state specifically how will you move the students to the next activity/lesson? Who will be moved and to where?

**Extension/Follow-Up**
- What do you have planned for more able students?
- State your plans for a related follow up activity.
- How do you see the pupils’ learning progressing in the future?

**Focus Questions/Checks For Understanding**
- Specific planned questions directly related to your lesson objectives. These questions help you to evaluate learning throughout the lesson and assist in knowing how/where to proceed or plan future lessons.

**Modelling/Demonstration**
- Visual representations of what is being learned
- Demonstrations by the teacher or selected students

**Tactics/Grouping**
- What sort of strategies could you use to enhance learning?
- How will you group the students?

**Multiple Intelligences/ Learning styles**
- Which of the intelligences or learning style does your lesson address?

**Learning & Teaching Adjustments**
- Are there some individuals who require learning or teaching adjustments? Who are they? What type of differentiation is required?

**Assessment**
- Close links to objectives and indications of competence. How will this be monitored?
- Reflect on Principles of Assessment from the Curriculum Framework.

Appendix 8
PREPARATION

Rationale:

Pupils’ prior knowledge/experience

Objectives:

Preparation/Resources:

PROCEDURE

Introduction/Motivation:  Minutes

Main body of lesson:

Assessment:

Conclusion:

Transition:

Extension/Follow-Up

Review and Reflect in terms of: space, time, people, learning experiences and resources.

Appendix 9

LESSON PLAN EXAMPLE

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year</th>
<th>Time/Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>11.30am – 12.30pm</td>
<td>Wednesday 13th August</td>
</tr>
</tbody>
</table>
**Topic/Lesson Title**
- Should we fence our oval?
- Measurement and diagram of oval

**PREPARATION**

**Rationale:**
- Students are expected to choose a measuring style appropriate for the need.
- Students are expected to represent perimeter and scale.
- Students need to learn to put theory into practical in terms of perimeter.
- Students will contribute to a discussion about the need to fence the oval and the financial and environmental impact.

<table>
<thead>
<tr>
<th>AC OUTCOMES</th>
<th>WA SYLLABUS</th>
<th>YEAR LEVEL DESCRIPTORS</th>
</tr>
</thead>
</table>
| ACARA ACMMG 137 | Mathematics Year 6 | Use and respond to the comparative language of:  
  - length (perimeter, distance, metres, millimetres, centimetres, kilometres, circumference, diameter)  
  - area (eg cm², m², hectare) |

<table>
<thead>
<tr>
<th>VALUES</th>
<th>CROSS-CURRICULUM PRIORITIES</th>
<th>GENERAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(WACF)</td>
<td>Sustainability - Mathematical and statistical analysis enables informed decision making about present and future action.</td>
<td>Numeracy in Mathematics – apply understanding to design.</td>
</tr>
</tbody>
</table>

- 1.1
- 2.4
- 3.4, 3.5, 3.6
- 4.1, 4.4

**Children's prior knowledge/experiences**
- Students have learned basic methods of measurement and estimation.
- Students have learned how to measure perimeter and calculate scales prior to the activity.

**Objectives:**
By the end of this lesson students will be able to:
- Demonstrate their use of the theory in terms of perimeter by measuring the perimeter correctly using an appropriate measuring style and units.
- Create a diagram using a suitable scale.
- Communicate information to help guide a decision on whether the oval should be fenced.

**Preparation/Resources**
- Trundle wheels (encourage students to see that this is the simplest form of measurement in this scenario).
- Basic writing materials
- Graph paper
- Calculators

**PROCEDURE**
Introduction/Motivation: Minutes: 5
- Explain that there are often times in life where we need to measure perimeters to find a solution to a problem. Brief discussion of recent suggestion to fence the oval for security purposes.
- Class brainstorm- examples of these opportunities and methods of measurement for them.
- Explain the activity for the day.

Main Body of the Lesson: Minutes: 45
- Measurement of oval (15 minutes)
  - All students proceed to oval to measure and are supervised at all times.
- Students head back to classroom (2 minutes)
- Scale and graph (28 minutes)
  - Using their prior knowledge, students calculate an appropriate scale for their diagram and proceed to draw the oval and play area.

Closing Session Minutes: 8
- Collect all diagrams.
- Debriefing discussion – What did we learn today? Were there any problems?... what did you find easy to do?... hard to do? …
- Inform students that they will be given time in class next mathematics lesson to extend the activity.

Formative Assessment
- Have students chosen the appropriate method of measurement?
- Are they measuring effectively by starting their measurement from the corner?
- Distant observation of students while measuring and over-the-shoulder observation while students are working on their diagrams.
- When working on diagrams, ask after 5 minutes if anyone is having trouble getting started… “Any difficulty with creating an appropriate scale?”
- Make anecdotal notes during/after lesson about any obvious concerns/ difficulties.

Summative Evaluation
- Once entire activity, with extension in next lesson, is complete, use previously designed rubric to evaluate the students’ diagrams, scale, procedure and final answers.
- Is their scale appropriate and on the diagram?

Transition Minutes: 2
- Call students to front mat to be dismissed for lunch.

Extension and Modifications for Particular Children
- Modified extensions for Jamie, Danika, Praveen and Marcus.
- Extended expectations for Madeleine, Matthew, Mia and Mikayla

Follow Up Lesson/s
- In the next lesson, students will use their answers for the perimeter to calculate the cost of the fence using given prices per metre.

Appendix 10

LESSON PLAN REFLECTION

Date/Day: ____________________________________
**Students’ Learning:**

Learning Experiences – To what extent were the outcomes/objectives achieved?

Reflect on students’ progress (focus students)
- Individual
- Whole Group
- Small Group

Proposed follow up

**Teaching:**

How effective were my teaching strategies?

Next time I will:

Next time I will not:

How could I address the Learning & Teaching Principles in a more effective manner?

How could I address the Assessment Principles in a more effective manner?

How effective were the teaching resources?
## DAILY WORK PAD FORMAT SUGGESTION

<table>
<thead>
<tr>
<th>Objectives – Link to Curriculum documents</th>
<th>Learning Experiences &amp; Resources Steps in lesson</th>
<th>Assessment</th>
<th>Review Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Appendix 12

Curtin Internship Guidelines 2014
### Objectives

**Australian Curriculum: Mathematics**  
Translations, reflections & rotations  
(ACMMG142)

Draw a set of identical ‘floor tile’ shapes on pieces of card and use transformations of the cards to make some different tiling patterns.

**Australian Curriculum: English**  
Text Structure  
(ACELA1504)  
Creating Texts  
(ACELA1704)

Analyse a video about local sporting heroes in the light of developed stereotypical criteria for sport stars and write a position statement about whether two local sport stars reflect those criteria.

### Learning Experiences & Resources

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 9:00 - 9:45   | **9:00 - 9:45** Explain how to make a ‘floor tile’ shape using a 9cm card square.  
Students measure the three equi-spaced points on each side of the square.  
Students join the points in various ways (show them sample).  
Repeat the drawing exactly on each of the other cards  
Investigate different patterns by arranging the nine tiles in different ways. |
| 9:45 - 10:30  | **9:45 - 10:30** View video of the interview with football stars, Daniel Kerr and Matthew Pavlich.  
Make notes about the interview, concentrating on stereotypical features of sports stars.  
Discuss with whole class group.  
Write a draft summary of the interview to answer the question: “Are Daniel Kerr and Matthew Pavlich typical sport stars?” Justify your answer with references to the interview. |

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>*** Recess Duty in top play area ***</td>
<td></td>
</tr>
</tbody>
</table>
Anecdotal notes during activity session – engagement.  
Collect student samples - note accuracy of drawings and accuracy of repetition of drawing on each tile.  
Note the degree of fine motor skills displayed. (Check work from David B, Jason, Mickey, Kelly and Tim K.) |
|               | Anecdotal notes – level of engagement in class discussion.  
Anecdotal notes following ‘over the shoulder’ perusal of drafting attempt – structure of writing.  
Analysis of draft samples – succinct use of criteria for answer. |
Appendix 13  

DAILY WORK PAD REFLECTION  (Suggestion Only)

Date/Day: ________________________________

**Students’ Learning:**

Learning Experiences – To what extent were the outcomes/objectives achieved?

- Reflect on Students’ Progress (focus students)

- Proposed follow up

**Teaching:**

How effective were my teaching strategies?

How effective were the teaching resources?
Appendix 14

OPTIONAL COMMENTS & SUGGESTIONS FORM 1.
(For mentor teachers’ and supervisors’ own use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher. Alternative formats may be used if preferred)

<table>
<thead>
<tr>
<th>Pre-service teacher’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Group/Class/Year:</td>
</tr>
<tr>
<td>School/Centre:</td>
</tr>
</tbody>
</table>

Pre-service Teaching File. (See Professional Experience Handbook) – content, organisation, presentation

Planning & Preparation: Professional Knowledge and Practice

Teaching & Learning: Professional Knowledge and Engagement

Communication: Professional Practice
Relationships with children/students and colleagues: Professional Engagement

Classroom Management: Professional Practice

Professionalism: Professional Engagement

Conclusion

Mentor teacher/School-Based Supervisor Name: ____________________________

Signature ____________________________ Date: ______________________________
Appendix 15

OPTIONAL COMMENTS & SUGGESTIONS FORM 2.
(For mentor teachers’ and supervisors’ own use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher. Alternative formats may be used if preferred)

<table>
<thead>
<tr>
<th>Pre-service teacher’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Observation time:</td>
</tr>
<tr>
<td>Group/Class/Year:</td>
</tr>
<tr>
<td>Lesson/activity:</td>
</tr>
<tr>
<td>School/Centre:</td>
</tr>
</tbody>
</table>

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

Mentor teacher/School-based Supervisor Name: ________________________________

Signature ________________________________ Date: ________________
### Appendix 16

**Suggestions for Classroom Demonstration by Graduate Teachers Based Upon the National Professional Standards for Teachers [NPST]**

#### Professional Knowledge

NPST - STANDARD 1: Know Your Students and How They Learn

<table>
<thead>
<tr>
<th>Graduate Standard</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| **1.1** Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning | Know how to access developmental sequence documents or frameworks such as the P-12 socio-emotional stages, progress maps or child developmental scales. When observing can note characteristics of:  
- Physical  
- Social  
- Intellectual development and how this may impact upon student learning. |
| **1.2** Demonstrate knowledge and understanding of research into how students learn and the implications for teaching | Use teaching strategies that demonstrate an understanding of visual, kinaesthetic learning styles or Multiple intelligences or Habits of mind to demonstrate that all children learn differently at different rates and in different ways. Use small group and partner activities in the classroom and demonstrate an awareness of cooperative learning behaviours. |
| **1.3** Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds | Engage students in culturally diverse activities to demonstrate respect for difference e.g. Christmas, Hanukkah, Easter, Passover, Ramadan etc. Demonstrate a variety of approaches to achieve the same outcome - Graduates have built up a repertoire of ideas on how to approach diversity with respect. |
| **1.4** Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal or TSI backgrounds | Celebrate diversity and difference in the classroom e.g. cultural awareness activities  
Know how to talk to and build relationships with students of all cultures and backgrounds  
Establishes rapport with all students  
Demonstrate respect of difference |
| **1.5** Demonstrate knowledge and understanding of strategies for differentiating | Know that each student learns in his or her own way  
Is aware of and attempts to respond to the way a student is thinking or... |
teaching to meet the specific learning needs of students across the full range of abilities

working that demonstrates an understanding of difference
Ask questions about how to respond to difference

### Professional Knowledge

#### NPST - STANDARD 2: Know the Content and How to Teach It

<table>
<thead>
<tr>
<th>Graduate Standard</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| **2.1** Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area | Strategies are appropriate to meet objectives  
Know where to look to find out what to teach and where to link the curriculum to their lessons  
Use a range of instructional strategies to teach content  
Know where to look to find more classroom ideas |
| **2.2** Know how to organise and sequence content into an effective learning and teaching sequence | Objectives are appropriate to students’ developmental stages  
Can break tasks into small steps  
Procedures are sequenced logically |
| **2.3** Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans | Know how to access National and local curriculum information  
Lesson objectives and assessment reflect the intention  
Lesson planning is linked to relevant curriculum documents |
| **2.4** Demonstrate broad knowledge of, understanding of and respect for Aboriginal and TSI histories, cultures and languages | Respect the role that Aboriginal and TSI people have played in our culture, history and language  
Understand the need to celebrate the traditional aboriginal days such as Naidoc day or week in the school and in the classroom  
Respect difference and celebrate it |
| **2.5** Know and understand Literacy and Numeracy strategies and their application in teaching areas | Lesson planning is linked to relevant curriculum documents  
Is aware of the steps required to teach a specific literacy and numeracy skill and can explain these steps  
Can access Literacy and Numeracy frameworks/ syllabus/ curriculum documents online |
| **2.6** Know pedagogical strategies for using ICTs to expand curriculum learning | Know how to access DE resources, Curriculum and Syllabus documents, First steps, scope and sequence documents, web quests etc. online  
Can access DE portal for Naplan data/ resources |
<table>
<thead>
<tr>
<th>Graduate Standard</th>
<th>Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Set learning goals that provide achievable challenges for students of varying abilities and characteristics</td>
<td>Know when students have achieved the learning goal set and know when they have not. Be able to adjust the learning goal for students with varying abilities and characteristics and know why it needs adjustment.</td>
</tr>
<tr>
<td><strong>3.2</strong> Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
<td>Strategies are appropriate to meet the objectives. Know what they are teaching and why. Times lessons effectively. Facilitates effective transitions. Provides lesson closure with consolidation.</td>
</tr>
<tr>
<td><strong>3.3</strong> Include a range of teaching strategies in teaching</td>
<td>Employ a variety of questioning techniques. Demonstrates several strategies to achieve a successful outcome. Resources and learning environment are appropriate to meet objectives.</td>
</tr>
<tr>
<td><strong>3.4</strong> Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning</td>
<td>Can access syllabus documents online or on DE portal. Is confident to use ICT in classroom activities to extend learning. Employ a variety of resources and integrates them in the classroom to engage students in meaningful learning.</td>
</tr>
<tr>
<td><strong>3.5</strong> Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</td>
<td>Use voice appropriately in the classroom and playground. Motivate students and arouses interest and enthusiasm for learning experiences. Employ a variety of questioning techniques. Plan effectively for successful transitions.</td>
</tr>
<tr>
<td><strong>3.6</strong> Demonstrate broad knowledge of strategies that can be used to evaluate</td>
<td>Know when they have achieved the objective that they set and attempts to adjust accordingly. Reflect and evaluate student learning and identifies effective and non-effective teaching strategies.</td>
</tr>
<tr>
<td>Graduation Program</td>
<td>Plan for consolidating objectives and lesson closure</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>

### 3.7
Describe a broad range of strategies for involving parents, carers in the educative process

- Know the policy and procedures of parental/carer contact
- Plan for relevant opportunities for parents and carers to be engaged in their child’s learning
- Welcome family into the classroom

---

### Professional Practice

**NPST - STANDARD 4: Create and Maintain Supportive and Safe Learning Environments**

<table>
<thead>
<tr>
<th>Graduate Standard</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities | Create an effective learning environment  
Show enthusiasm for teaching  
Establish rapport with pupils  
Can demonstrate a range of strategies to support inclusion |
| 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions | Settle the class and use positive strategies to gain attention  
Use appropriate and clear directions  
Explain appropriate concepts effectively  
Know how to set up a classroom to optimise learning |
| 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour | Motivate pupils and arouses interest and enthusiasm for learning experiences  
Interact positively with students  
Has a range of skills to engage students in their learning  
Anticipate challenges  
Demonstrate respectful strategies to redirect inappropriate behaviours  
Use appropriate techniques to refocus |
| 4.4 Demonstrate strategies that support students’ well-being and safety working within school and/or system, curriculum and legislative requirements | Is aware of responsibilities as a professional within a school  
Is confident with staff, parents/ caregivers and children  
Shows initiative and works cooperatively within a school environment |
| 4.5 Demonstrate an | Has knowledge of a bank of websites for safe, student internet access |
understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching

<table>
<thead>
<tr>
<th>Graduate Standard</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| 5.1 Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning | Is explicit with lesson objectives and makes sure that they match the assessment provided  
Try several assessment strategies or approaches to assess student learning |
| 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning | Use the student’s work to provide relevant feedback  
Provide feedback that is constructive and purposeful  
The classroom students know clearly what to do to adjust or adapt what they have done |
| 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning | Can work with school colleagues to moderate student classroom work across common curriculum areas or years  
Can access descriptors online to inform personal judgements on student work  
Know how to talk with teacher colleagues about common assessment tasks such as National testing items |
| 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice | Know how to identify gaps in student’s knowledge when reviewing student work  
Can use an assessment rubric or framework to inform practice and provide feedback  
Assessment strategies are aligned with curriculum intention |
| 5.5 Demonstrate understanding | A diverse range of strategies and tools are used to evaluate student |
of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement

progress and to report to parents/carers

Meaningful feedback is provided to both

Evaluation of student learning and progress includes teacher reflection as to the teaching approaches taken and ways to improve future outcomes

Accurate recording in relation to student achievement is kept either online or in reliable student records

<table>
<thead>
<tr>
<th>Graduate Standard</th>
<th>Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong></td>
<td>Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs</td>
</tr>
<tr>
<td>Is self-reflective and acknowledges own strengths and actions in the classroom</td>
<td></td>
</tr>
<tr>
<td>Is becoming self-analytical</td>
<td></td>
</tr>
<tr>
<td>Know about the NPST standards and what they represent and can collect evidence to demonstrate understanding at the graduate level</td>
<td></td>
</tr>
<tr>
<td><strong>6.2</strong></td>
<td>Understand the relevant and appropriate sources of professional learning for teachers</td>
</tr>
<tr>
<td>Approach all aspects of the practicum work in a professional manner</td>
<td></td>
</tr>
<tr>
<td>Take opportunities to learn new ways of working</td>
<td></td>
</tr>
<tr>
<td><strong>6.3</strong></td>
<td>Seek and apply constructive feedback from Supervisors/Coaches and teachers to improve teaching practices</td>
</tr>
<tr>
<td>Respond positively to suggestions to improve teaching</td>
<td></td>
</tr>
<tr>
<td>Reflect daily upon lessons and teaching challenges and seeks support for new ways of thinking and working</td>
<td></td>
</tr>
<tr>
<td><strong>6.4</strong></td>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning</td>
</tr>
<tr>
<td>Engage with new ideas and directions and seek to be creative and innovative within the limits of their responsibilities and capabilities</td>
<td></td>
</tr>
<tr>
<td>Demonstrate enthusiasm for teaching and recognise that teachers are agents of their own professional learning</td>
<td></td>
</tr>
</tbody>
</table>
## Professional Engagement

### NPST - STANDARD 7: Engage Professionally with Colleagues, Parents/Carers and the Community

<table>
<thead>
<tr>
<th>Graduate Standard</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| **7.1** Understand and apply the key principles described in codes of ethics and conduct for the teaching profession | Know how to act as a professional member of a school community and takes responsibility as expected  
Understand the code of conduct of the teaching profession and presents themselves dressed as a professional and acting as one  
Maintain confidentiality at all times |
| **7.2** Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage | Is aware of the school and Departmental policies in relation to  
Occupational Health and safety, Excursion policies, MSB and student’s at Educational risk  
Recognise the need for Individual Education plans for SAER and knows how to write one  
Know the importance of the Child protection policy |
| **7.3** Understand strategies for working effectively, sensitively and confidentially with parents/carers | Welcome and engage with all classroom stakeholders and value their part in the school community  
Maintain confidentiality at all times and demonstrate the value of this practice |
| **7.4** Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice | Know how to access support or request agency support for students through the Deputy Principal and school psychologist, or Visiting teacher service  
Know how to work with other staff in the classroom [e.g. Teacher Assistants] to support student learning  
Understand the Learning Coordinator role and Support roles within a school  
Know the procedure to access external agencies for student support E.g. DC, IEC, Child Development centre etc |
INTERNSHIP PROGRESS REPORT
(The pre-service teacher and the University to be given a copy by the end of Week 5)

Early Childhood □ Primary □ Secondary □

Pre-service Teacher: ____________________________________________
(Print Surname) (Print Given Names)

School / Centre: ________________________________________________ Group/ Class /Year: _________

State: _________  Professional Experience Dates: ____________________________

This progress report integrates the Curtin University Internship 425 Unit Outcomes, the draft National Professional Standards for Teachers, and previous observable examples that illustrate the demonstration of these in final-year pre-service teachers. More examples are available in the Professional Experience Handbook.

Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning. NPST - STANDARD 1: Know students and how they learn

| Uses teaching strategies that are effective for students who learn at different rates and in different ways |
| Demonstrates a range of strategies to support inclusion |
| Establishes rapport with students from diverse cultures and backgrounds |
| Engages and maintains students’ interest and enthusiasm in planned learning experiences |

Well Developed | Developing | Needs Attention

Overall strengths

________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

Areas for improvement

________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
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________________________________________________________________________________________________________________________________________________
**Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs.**

NPST - STANDARD 2: Know the content and how to teach it
NPST - STANDARD 3: Plan for and implement effective teaching and learning

<table>
<thead>
<tr>
<th>Links planning to curriculum/ syllabus documents / outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates appropriate knowledge of central concepts of content / subject area</td>
</tr>
<tr>
<td>Plans and implements specific objectives appropriate to students’ developmental stage</td>
</tr>
<tr>
<td>Uses resources effectively, including ICT, to support achievement of lesson objectives</td>
</tr>
<tr>
<td>Provides written evidence of thorough preparation for teaching</td>
</tr>
<tr>
<td>Plans and implements lesson sequence with clear beginning, middle and ending</td>
</tr>
<tr>
<td>Makes aims of learning experiences explicit to students, linking new concepts to prior knowledge</td>
</tr>
<tr>
<td>Plans explicit, clear and logical procedures</td>
</tr>
<tr>
<td>Uses a range of instructional strategies appropriate to meet objectives</td>
</tr>
<tr>
<td>Implements learning experiences that maximise opportunities for student engagement</td>
</tr>
<tr>
<td>Gives clear and explicit directions and explanations and checks regularly for understanding</td>
</tr>
<tr>
<td>Provides feedback effectively to students, individually and collectively</td>
</tr>
<tr>
<td>Knows whether objectives have been achieved and adjusts accordingly</td>
</tr>
<tr>
<td>Uses a voice appropriately in and out of the classroom</td>
</tr>
<tr>
<td>Sets high literacy standards</td>
</tr>
<tr>
<td>Uses a variety of questioning techniques promoting student involvement and thinking</td>
</tr>
<tr>
<td>Makes appropriate adjustments for students with varying needs</td>
</tr>
<tr>
<td>Plans for and provides lesson closure with consolidation of objectives</td>
</tr>
<tr>
<td>Plans effective transitions</td>
</tr>
<tr>
<td>Reflects on and evaluates student learning</td>
</tr>
<tr>
<td>Maximises opportunities for families to be engaged in students’ learning</td>
</tr>
<tr>
<td>Primary / ECE: Uses effective strategies to teach literacy and numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________________________________________________________________________</td>
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<tr>
<td>______________________________________________________________________________________</td>
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<td>______________________________________________________________________________________</td>
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</tbody>
</table>
Areas for improvement

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Unit Outcome 3. Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress

NPST - STANDARD 5: Assess, provide feedback and report on student learning

<table>
<thead>
<tr>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares explicit lesson objectives and assessments linked to them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of well-planned assessment strategies to assess student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies gaps in student knowledge when reviewing student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the students’ work to provide relevant feedback that is constructive and purposeful</td>
<td></td>
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</tr>
<tr>
<td>Assesses and records student learning outcomes to provide the basis for ongoing planning and reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses suitable techniques to maintain accurate, reliable student records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works appropriately with school colleagues to moderate student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively uses appropriate strategies and tools to report to parents/carers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates student learning and progress, including reflection on teaching approaches and ways to improve future outcomes</td>
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</tbody>
</table>

Overall strengths

______________________________________________________________________________________
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Areas for improvement

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**Unit Outcome 4.** Successful students in this unit implement effective classroom management strategies.

NPST - STANDARD 4: Create and maintain supportive and safe learning environments

<table>
<thead>
<tr>
<th>Creates a classroom to optimise learning</th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a range of skills to maintain student interest and engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses positive techniques to create and maintain a productive classroom learning environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes and maintains class routines</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Establishes clear expectations for standards of behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness of individual behaviours and progress while maintaining overall supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offers encouragement to all students to enhance learning experiences and build self-confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refocuses and redirects inappropriate behaviours in a respectful, consistent and fair manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipates and prepares for challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remains calm and confident while dealing with difficult situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows school policies and practices to manage challenging behaviour</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Overall strengths**

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**Areas for improvement**

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**Unit Outcome 5.** Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.

NPST - STANDARD 6: Engage in professional learning

NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community

<table>
<thead>
<tr>
<th></th>
<th>Well Developed</th>
<th>Developing</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates enthusiasm for teaching and takes responsibility for own professional learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects daily on lessons and teaching challenges and seeks support for new approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks and responds positively to advice and support from mentor teacher/coach/supervisor</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Approaches all aspects of the professional experience placement in a professional manner</td>
<td></td>
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<tr>
<td>Maintains a high standard of documentation e.g. planning, resource files</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows initiative in engaging with new ideas and directions within the limits of responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adheres to relevant ethical, legislative, administrative and organisational policies and processes</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates strategies for working effectively, sensitively and confidentially with parents/carers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximises opportunities for families to be engaged in students’ learning</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Participates confidently in the school community and works cooperatively with school staff</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Overall strengths**

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
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**Areas for improvement**

______________________________________________________________________________________
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CONCLUDING COMMENTS

RECOMMENDATIONS:

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

COMMENDATIONS:

______________________________________________________________________________________
______________________________________________________________________________________
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______________________________________________________________________________________

Evaluation of Pre-Service Teacher at this stage of the internship

☐ Competent

☐ Not Yet Competent* (*at-risk processes put in place – see Professional Experience Handbook)

Mentor Teacher: ___________________________    ___________________________    Date: ____________
(Print name)    (Signature)

Pre-Service Teacher: ___________________________    ___________________________    Date: ____________
(Print name)    (Signature)

Please return completed documents to:

School of Education
Office of Professional Experience
Curtin University
GPO Box U1987, PERTH WA 6845
Fax: 9266 2547 email: hum-ed-ouaprac@curtin.edu.au

Please provide a copy to the pre-service teacher and retain a copy for your own records
Appendix 18

INTERNERSHIP FINAL ASSESSMENT REPORT
MENTOR/SUPERVISOR

Pre-service Teacher: _______________________________________________________________
(Print Surname) (Print other given name/s)

Please tick appropriate degree:

☐ Bachelor of Education - Early Childhood                              ☐ Bachelor of Education - Primary
☐ Graduate Diploma In Education - Secondary                             ☐ Bachelor of Education - Secondary
Teaching Major: _____________________                                      Teaching Major:____________________

School: _________________________________________________________________________ Class/Year: ___________

State: _________________________________________________________________________ Date: __________________

Please comment on the extent to which the pre-service teacher has achieved the outcomes below. You
may wish to refer to the mid-internship progress report for examples of how these outcomes and
standards may be demonstrated.

Curtin University Internship 425 Unit Outcome 1. Successful students in this unit establish and maintain
effective relationships and environments for learning.
NPST - STANDARD 1: Know students and how they learn
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Curtin University Internship 425 Unit Outcome 2. Successful students in this unit implement and modify
appropriate teaching and learning programs.
NPST - STANDARD 2: Know the content and how to teach it
NPST - STANDARD 3: Plan for and implement effective teaching and learning
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Curtin University Internship 425 **Unit Outcome 3.** Successful students in this unit assess and evaluate students’ learning and maintain purposeful records of student progress

NPST - STANDARD 5: Assess, provide feedback and report on student learning

Curtin University Internship 425 **Unit Outcome 4.** Successful students in this unit implement effective classroom management strategies.

NPST - STANDARD 4: Create and maintain supportive and safe learning environments

Curtin University Internship 425 **Unit Outcome 5.** Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.

NPST - STANDARD 6: Engage in professional learning

NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community

Final Comments:
Mentor Teacher:

___________________________________________________________________________________
(Print name) (Signature) (Date)

School-based Supervisor:

___________________________________________________________________________________
(Print name) (Signature) (Date)

Original to the pre-service teacher
Copy to Curtin University
Appendix 19

INTERNSHIP FINAL ASSESSMENT GRADE SLIP

Pre-service teacher: _______________________________________________________________
(Print Surname) (Print Given names)

PROGRAM
☐ Bachelor of Education – Early Childhood
☐ Graduate Diploma in Education – Secondary
☐ Bachelor of Education – Primary
☐ Teaching Major: _________________________
☐ Teaching Major: ________________

Dates of teaching period: From: ___________________________ To: ___________________________

School: ___________________________________________________________ Group/Class/Year: ______

EVALUATION OF PRE-SERVICE TEACHER FOR THIS PROFESSIONAL EXPERIENCE PERIOD

Check One Box

10 9 8 7 6 5 4 3 2 1
Outstanding Highly Competent Competent Failing Grades Unsuitable for Teaching

MENTOR TEACHER

Signature: __________________________________ Date: ________________________________
Print Name: ______________________________

Please return completed form to:

School of Education
Office of Professional Experience
Curtin University
GPO Box U1987, PERTH WA 6845
Fax: 9266 2547 EMAIL: hum-ed-ouaprac@curtin.edu.au

Original to Curtin University

NB: No copies are to be issued to the pre-service teacher
Appendix 20

INTERNSHIP FINAL ASSESSMENT GRADE SLIP

Pre-service teacher: ____________________________________________________________
(Print Surname) (Print Given names)

PROGRAM
☐ Bachelor of Education – Early Childhood
☐ Graduate Diploma in Education – Secondary
☐ Bachelor of Education – Primary
☐ Bachelor of Education Secondary
Teaching Major: _________________________

Teaching Major: _________________________

Dates of teaching period: From: _______________________________ To: _______________________________

School: ____________________________________________________________
Group/Class/Year: ________

EVALUATION OF PRE-SERVICE TEACHER FOR THIS PROFESSIONAL EXPERIENCE PERIOD

Check One Box

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Highly Competent</th>
<th>Competent</th>
<th>Failing Grades</th>
<th>Unsuitable for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

SUPERVISOR

Signature: _______________________________ Date: _______________________________

Print Name: __________________________________

Please return completed form to:

School of Education
Office of Professional Experience
Curtin University
GPO Box U1987, PERTH WA 6845
Fax: 9266 2547 EMAIL: hum-ed-ouaprac@curtin.edu.au

Original to Curtin University

NB: No copies are to be issued to the pre-service teacher
### AT RISK RECORD FORM

#### Establishing ‘At Risk’ status

Name of Pre-Service teacher: ________________________________

School/State: ________________________________

Date   ____/___/___

Mentor Teacher: ________________________________

School-Based Supervisor: ________________________________

*The ‘At Risk’ process must commence by the mid-point of the Internship.*

**Key reasons for “At Risk” status:** (these elements are considered developmental goals):

1. 
2. 
3. 
4. 
5. 

**Developmental strategy:** (List strategies to be used to support the student in achieving the above developmental goals.)

A daily report is to be completed using the proforma on next page

<table>
<thead>
<tr>
<th>Developmental goals</th>
<th>Developmental strategy</th>
<th>Key support person</th>
<th>Signature of Pre-Service teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Internship:**

Week _______ Day _______  Student’s name_____________________________________________

To be completed at the end of each supported practice day

<table>
<thead>
<tr>
<th>Assessment day</th>
<th>Progress report</th>
<th>Assessment rating</th>
</tr>
</thead>
</table>
| Developmental goal 1 | | ☐ Pre-Service teacher has made a conscious effort to improve practice  
☐ Pre-Service teacher has not made a conscious effort to improve practice |
| Developmental goal 2 | | ☐ Pre-Service teacher has made a conscious effort to improve practice  
☐ Pre-Service teacher has not made a conscious effort to improve practice |
| Developmental goal 3 | | ☐ Pre-Service teacher has made a conscious effort to improve practice  
☐ Pre-Service teacher has not made a conscious effort to improve practice |
| Developmental goal 4 | | ☐ Pre-Service teacher has made a conscious effort to improve practice  
☐ Pre-Service teacher has not made a conscious effort to improve practice |
| Developmental goal 5 | | ☐ Pre-Service teacher has made a conscious effort to improve practice  
☐ Pre-Service teacher has not made a conscious effort to improve practice |
Comments (where relevant)

Recommendations: (To be completed at the end of a 5-day “At Risk” period)

☐ “At risk” status to be removed and Pre-Service teacher is able to participate successfully in a professional review.

☐ Pre-Service teacher’s ‘at risk’ status is to be extended by a period of _____ days for the purposes of additional teaching practice (continue another “At Risk form”).

☐ Pre-Service teacher has failed the teaching experience and the Professional practice Office, will be informed.

Mentor Teacher (Block Print Name)  ___________________________  Signature

__________________________  ___________________________
School-Based Supervisor (Block Print Name)  Signature

__________________________  ___________________________
Pre-service teacher Block Print Name  Signature

Date: ___________________________

Return initial and completed “At Risk” Schedule to:

Internship Coordinator – Steffan Silcox
Email: steffan.silcox@curtin.edu.au
AND School of Education
Office of Professional Experience
Fax: 9266 2547 email: hum-ed-ouaprac@curtin.edu.au
### ABSENTEE FORM

Please mail the completed form with Medical Certificate/s (if applicable) to:

<table>
<thead>
<tr>
<th>Pre-service teacher:</th>
<th>(Surname)</th>
<th>(Given Name/s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre/School:</td>
<td>___________________________</td>
<td></td>
</tr>
<tr>
<td>Dates of Practicum:</td>
<td>From ______________________ To ______________________</td>
<td></td>
</tr>
<tr>
<td>Dates of Absence:</td>
<td>_________________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Medical Certificate Provided</td>
<td>No ☐ Yes ☐ (medical certificate/s to be sent with this form) (necessary if absent 3 days or more)</td>
<td></td>
</tr>
<tr>
<td>Date/s Attended for Make-up Days:</td>
<td>___________________________</td>
<td></td>
</tr>
<tr>
<td>Mentor Teacher’s Name:</td>
<td>___________________________ (Print name) (Signature) (Date)</td>
<td></td>
</tr>
</tbody>
</table>

---

School of Education  
Office of Professional Experience  
Curtin University  
GPO Box U1987, PERTH WA 6845  
Fax: 9266 2547 email: hum-ed-ouaprac@curtin.edu.au
Appendix 23

Record of Learning Experiences (School Pre-visits)

Name and address of school: ____________________________________________________________

Please complete the following as a record of your learning experiences for the five (5) full day compulsory pre-visits to your school, prior to your teaching block. Once completed, please email the form to hum-ed-ouaprac@curtin.edu.au so that it can be placed on record in your folder. Attach further documentation if necessary.

<table>
<thead>
<tr>
<th>Date &amp; Mentor Initials</th>
<th>Start &amp; Finish Time</th>
<th>Learning Experiences: Diary of the day’s events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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Mentor Teacher: ____________________________ (Print Name) ____________________________ (Signature) ____________________________ (Date)

Pre-Service Student Teacher: ____________________________ (Print Name) ____________________________ (Signature) ____________________________ (Date)