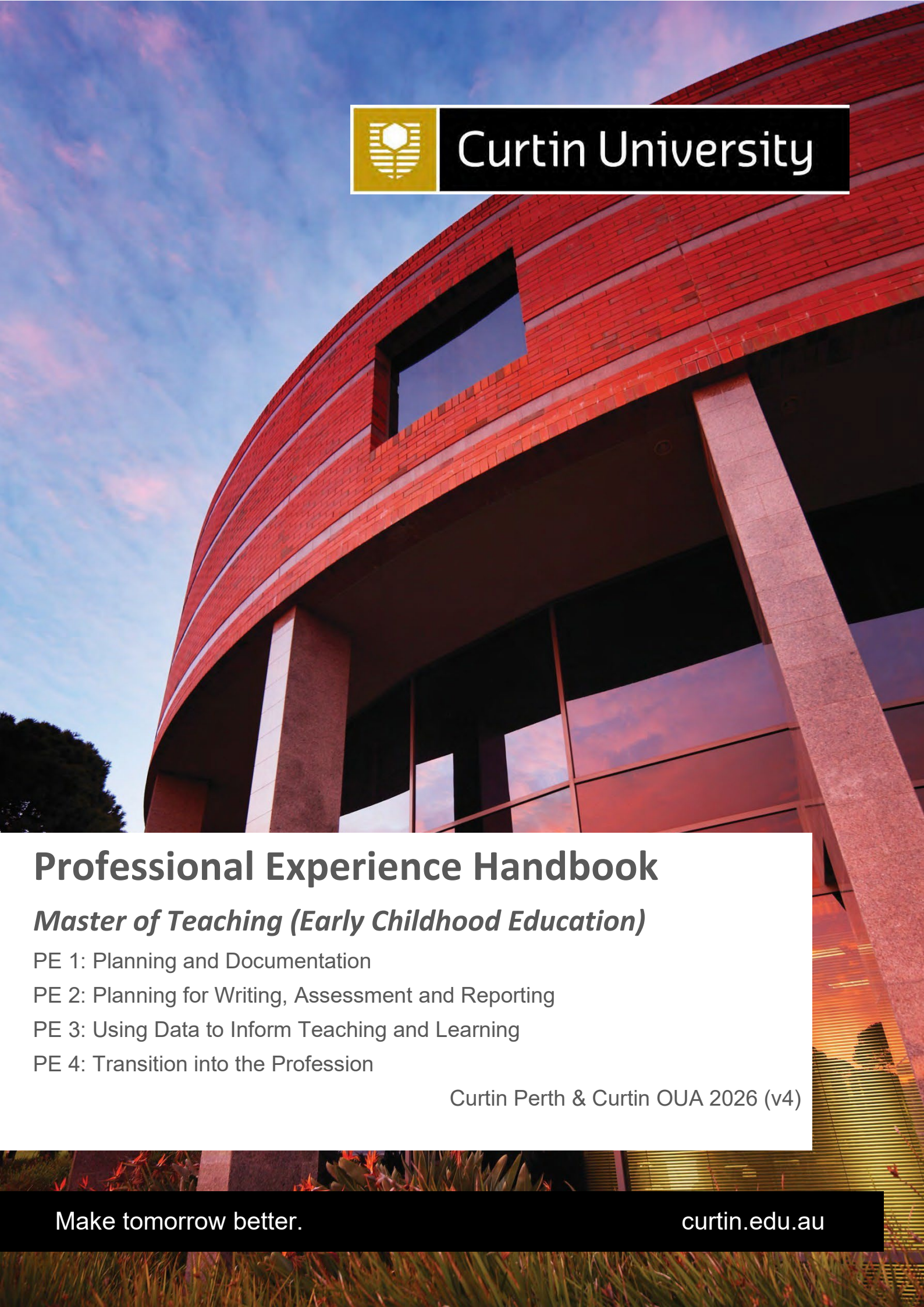

Curtin University

Professional Experience Handbook

Master of Teaching (Early Childhood Education)

PE 1: Planning and Documentation

PE 2: Planning for Writing, Assessment and Reporting

PE 3: Using Data to Inform Teaching and Learning

PE 4: Transition into the Profession

Curtin Perth & Curtin OUA 2026 (v4)

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Professional Experience Staff Contact Details

Curtin Professional Experience Team

Queries and/or support related to the Professional Experience placement site.

Email: Professional.Experience@curtin.edu.au

Unit Coordinator

Queries and/or support related to the Professional Experience placement teaching requirements, including At Risk situations that cannot be resolved by the placement supervisor.

Unit Coordinator details can be found on the Unit Outline of the unit Blackboard site. Where mentor teachers and/or supervisors are seeking this information, please check with the pre-service teacher or contact the Professional Experience Team.

Course Coordinator

Queries and/or support related to overall course progression and appeals: Query Form

Professional Experience Websites

Curtin Perth's Professional Experience website can be accessed via this link.

Curtin's Open Universities Australia (OUA) Professional Experience website can be accessed via this link.

Additional Support for Pre-Service Teachers

Curtin University has numerous support services for students, which can all be accessed via Curtin's student Personal Support webpage, or for some select services, please use the following links:

- Financial advice and support (including scholarships) – Your local Department of Education may offer additional financial support. Please reach out to them for further information about currently available bursaries and opportunities.
- Counselling and wellbeing advice
- Disability and accessibility support (AccessAbillity)
- Indigenous student support
- International student support

- LGBTIQ+ student support

Welcome to Professional Experience at Curtin University

The Professional Experience Program is an integral part of Initial Teacher Education courses at Curtin University. The program is based on three major premises: gradual, varied, and integrated experiences. Success in Professional Experience is essential for pre-service teachers' professional development and for continuation in the course. Pre-service teachers must satisfactorily complete each stage of the Professional Experience program.

We would like to thank you for participating in the Professional Experience component of Curtin's initial teacher education programs. We value your time, commitment, and energy and appreciate your efforts to help our pre-service teachers embark on their professional preparation.

Please note that pre-service teachers do not have the legal responsibility to be solely in charge of students. They must be supervised by a staff member with duty of care (e.g., a classroom teacher) at all times when students are present.

Should you experience any issues, have questions, and/or require further information, please do not hesitate to contact the Curtin Professional Experience Team (professional.experience@curtin.edu.au).

Who Should Read This Handbook

This handbook provides useful information relevant to the following people involved in Professional Experience placements:

- Curtin Perth students enrolled in Master of Teaching (Early childhood Education) course
- Curtin Open Universities Australia (OUA) students enrolled in Master of Teaching (Early childhood Education) course
- Mentor teachers
- Supervisors
- School Placement Coordinators
- School Principals

Program Overview

The Master of Teaching (Early childhood Education) Professional Experience Program

The Master of Teaching (Early childhood Education) Course has four Professional Experience units which are essential components of the course and are planned to integrate the pre-service teachers' studies with practical teaching and learning experiences with children aged birth to eight years. The Professional Experience placement is situated within a unit of work, which has an overall theme or focus area.

There is a mandated requirement of a minimum 60 days supervised Professional Experience for undergraduate early childhood teaching qualifications. This must include a minimum number of days in settings with children aged birth to three, and three until before they begin formal* schooling, in accordance with the requirements of the accreditation organisations. The remaining balance may be undertaken with school aged children. Early childhood settings are typically children's education and care services governed by the National Quality Framework, assessed by State and Territory Regulatory Authorities, and implementing Nationally Approved Learning Frameworks (e.g. The Early Years Learning Framework).To pass a Professional Experience unit, both the theory and Professional Experience components of the unit must be passed. Success in Professional Experience placements is a fundamental part of the pre-service teacher's professional development and is a condition for course graduation. The Professional Experience placements also provide opportunities for our pre-service teachers to progress in their development of, and gather evidence against, each of the Australian Professional Standards for Graduate Teachers.

Table 1 provides a summary of the timing, length of placement, and the general location within the course for the four Professional Experience placements. The school/service setting required for each professional experience placement for all states and territories can be found by following the link under Useful and Important Links at the back of this Handbook.

Table 1
Summary of Professional Experience Placements for the Master of Teaching (Early childhood Education) Course

Year	Unit	Unit theme	Child Age	Length of placement	Supervision visits
1	Professional Experience 1: Planning and Documentation	Quality frameworks in early learning services	3-5 years (5 days) 0-3 years (10 days)	5 distributed days + 2 weeks in Australian early childhood services accredited as long daycare	0

1	Professional Experience 2: Planning for Writing, Assessment and Reporting	Learning and teaching in kindergarten to pre-primary (setting prior to formal schooling)	3-5 years (15 days)	3 weeks in Australian early childhood settings	1
2	Professional Experience 3: Using Data to Inform Teaching and Learning	Using data to inform teaching and learning	6-8 years (20 days)	4 weeks	2
2	Professional Experience 4: Transition Into the Profession	Demonstration of meeting the Graduate Teacher Standards (in formal school settings)	3-5 years (27 days)	5 weeks + 2 full days prior	2

*Formal schooling refers to schooling that is compulsory by law.

Please note:

- All placements are to be conducted in a full-time block mode according to the School of Education placement calendar.
- Permission to do a placement part-time due to CAP considerations or other exceptional circumstances (at a minimum of three days a week) will be considered on a case-by-case basis. Please see the *Assessment and Student Progression Manual* for extenuating circumstances request reasons and expectations for supporting documentation.
- Professional Experience units must be undertaken in sequence (with Professional Experience 4 in the final study period of the course) and successfully passed to graduate from this initial teacher education course.
- Professional Experience placements must generally be undertaken according to the dates in the placement calendars.
- Professional Experience placements undertaken in a learning environment where pre-service teachers have existing relationships, including environments where they have worked, have family members, or have previously undertaken a placement must be approved by the Professional Experience Team and will require a special permission application.

Students who fail a Professional Experience unit are advised to monitor their Official Communications Channel and Curtin student email for notifications and information relating to course progression, following official results release. In accordance with the Assessment and Student Progression Manual, determination of academic status is the responsibility of the Board of Examiners.

Professional Experience Responsibilities

Inherent Requirements

The Education courses at Curtin University are professionally accredited and graduating students will need to meet the requirements of the accrediting professional body to register to work in this profession. Students should be familiar with the requirements set out by the following accrediting bodies and Standards which may impact their progression throughout their studies and in entering the profession.

A series of inherent requirement statements have been developed which are specific to this course. To succeed, students must meet all course requirements, including the academic/theoretical content and practical application (industry placement). The requirements ensure that students understand what is expected to complete their studies and, therefore, make an informed decision about their chosen course of study. For further information, see the Curtin Inherent requirements webpage here.

It is the pre-service teachers' responsibility to ensure that they have read and understood the Inherent Requirements. The pre-service teacher should contact their Course Coordinator if they are uncertain of their ability to meet these requirements. Inability to meet the inherent requirements may result in a fail grade and/or impede course progression.

Communication Skills

In accordance with AITSL Standard 3.5 and the Inherent Requirements, pre-service teachers must be able to communicate respectfully, clearly and accurately in spoken and written English, including using correct grammar, spelling, and sentence structure. This is to be in coursework, placements, and communication with school staff, students, and parents. Failure to meet this requirement may result in a fail grade and/or delay course progress. If this occurs, we recommend undertaking additional English language study before continuing the course.

Attendance

Pre-service teachers are required to attend all placement days. When on placement, pre-service teachers are to arrive at the placement site at least 30 minutes before the start of teaching and learning times, or at a time negotiated with the mentor teacher. Pre-service teachers on placement are required to attend the site for a full 'school/work' day which can include before and after allocated start and finish times, staff meetings, and professional learning opportunities.

Absences

Pre-service teachers are expected to make up all placement days lost through absenteeism (e.g., due to ill health). **This does not include public holidays or school professional development days, which do not need to be made up.**

Where absence is unavoidable, pre-service teachers are required to notify both the placement site and the Curtin Professional Experience Team no later than 8:00 am (local time) on the day/s concerned.

The release of pre-service teachers to return to Curtin University to attend classes or to deal with outside work or family issues (except unforeseen illness or emergencies) generally should not be granted, as pre-service teachers should have made alternative arrangements. However, there may be instances where pre-service teachers may need to take a day of leave from the placement.

Steps if Absent From Placement:

1. Notify the mentor teacher and Principal/Placement Coordinator prior to 8:00 am on the day of the absence.
2. Organise with your mentor teacher to undertake the make-up days (all absences must be made up immediately following the end of the placement).
3. Complete a Pre-Service Teacher Absentee Form electronically on Sonia and upload your Medical Certificate if required.
4. An email will automatically be sent to your mentor teacher with a link for them to acknowledge the Absentee Form in Sonia.

Staff Professional Development Days/Pupil Free Days

Where possible, pre-service teachers are encouraged to attend any/all Professional Development days available at the placement site when they fall within the Professional Experience. This includes end-of-year Professional Development days that often occur in the final days of the year and after students have finished the school term.

DOTT Allocation

Pre-service teachers are required to take on the teaching loads described in the applicable Teaching Load table for each Professional Experience placement in this Handbook. The minimum time allocation for Duties Other Than Teaching (DOTT) should be reflective of the DOTT allocation for a full-time teacher, regardless of the pre-service teacher's face-to-face teaching load. Pre-service teachers in Early Childhood Services should be allocated 1 hour DOTT per day.

Pre-Visits and Distributed Days

Curtin requires pre-service teachers to complete two pre-visits at their allocated school or service before beginning Professional Experience 4. However, some schools and states may require pre-visits for any type of Professional Experience placement. For this reason, all pre-service teachers must contact their placement school or service to confirm the specific requirements and arrange the necessary visits.

During the pre-visits **pre-service teachers should specifically discuss requirements for the first two weeks of lessons for the Internship.** Additionally, pre-service teachers can observe and begin to learn about and discuss:

- classroom organisation and procedures, including management plans
- students' names and learning needs
- teaching strategies
- assessment procedures
- AfGT information and planning
- practical aspects such as parking, morning tea provision, location of resources, school opening and closing times, times of staff meetings and so on

Pre-service teachers must undertake all distributed placement days (which are different to pre-visit days) for Professional Experience placement 1 as displayed on the Professional Experience Calendars. Pre-service teachers must complete the online attendance log in Sonia for the five distributed days. Once submitted, the PE Placement Coordinator and/or mentor teacher will be sent a notification to confirm the attendance of these five distributed day.

Supervision Visits

A supervisor will formally visit the pre-service teacher during Professional Experience 2,3, and 4 placements. **It is the pre-service teacher's responsibility to contact the Supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor. Additional supervision visits can be arranged and if needed, Supervisors should contact the Professional Experience Team (professional.experience@curtin.edu.au) prior to undertaking an additional supervision visit.

Code of Dress

The dress code for professional experience is a professional dress code. Pre-service teachers are expected to dress conservatively, respectfully, and in alignment with the placement site guidelines.

Workplace Health and Safety

During fieldwork, pre-service teachers will become familiar with the placement site Workplace Health and Safety Policy and Risk Management Policy during the site induction. Pre-service teachers may be required to attend site health and safety inductions and/or sign off on understanding the site policies. Pre-service teachers are to provide the placement site with their contact details for health and safety purposes.

All Curtin staff and students are covered by the University's insurance policies for approved fieldwork activities. These insurances may include Student Personal Accident, Public

Liability, and Professional Indemnity. More information about Curtin's Legal Requirements can be found on the University's Risk, Compliance & Audit web page.

Accident/Incident Reporting

If Curtin staff or students are involved in an accident at the placement site, or on a site-related activity away from the main placement site, they are required to report the incident as soon as possible, to both the placement site and Curtin University (professional.experience@curtin.edu.au). If Curtin staff or students are involved in an accident of any kind during fieldwork, a report must be filed in the University Health and Safety system RISE (RISE requires students to log in to their University OASIS account).

Students undertaking fieldwork placements are required to report any psychosocial hazards or risks encountered during placement. In the first instance, concerns should be raised with the allocated Curtin supervisor for support and guidance. Where appropriate, students may also seek support within the placement setting, such as from members of the school leadership team (for example, the Principal or Deputy Principal). If further assistance is required, the matter may be escalated to the Unit Coordinator. Students may additionally submit a formal report through the RISE Curtin reporting system.

Duty of Care

The mentor teacher retains legal responsibility for their classroom students' physical and intellectual wellbeing at all times. This duty of care is non-delegable; therefore, the pre-service teacher cannot be employed for casual work within a school whilst undertaking a placement (for example, as a relief teacher, substitute teacher, or supply teacher) unless otherwise agreed to by Curtin.

Curtin reserves the right to request *Fit for Placement* documentation demonstrating a pre-service teacher's capacity to safely and effectively undertake a placement, where there are reasonable grounds to indicate that an assessment may be required. Any such request will be made in accordance with applicable privacy and anti-discrimination legislation and will be limited to information that is relevant and necessary for determining fitness for placement.

Conflicts of Interest

Where conflicts of interest arise during the placement, the pre-service teacher is to notify the Professional Experience Team (professional.experience@curtin.edu.au), who will provide support to the student to mitigate any actual and potential conflicts of interest.

Pre-Service Teaching File

Pre-service teachers must maintain a teaching file (digital and/or hard copy) as a comprehensive record of the activities and lessons undertaken during Professional Experience placements. The file should be available for mentors and supervisors to view and should:

- include learning experience plans and/or daily work plans should be indexed and prepared two or three days in advance.
- always be up-to-date and accessible for the mentor teacher, principal, and supervisor.
- not be submitted to Curtin.

The teaching file must contain the following:

- Relevant clearances (see PE Clearance Information document for correct clearances in your state).
- Curtin Code of Conduct and Insurance Policy Forms.
- Professional Experience Handbook and requirements for the placement, for example those provided in the preparation resources.
- Lesson/learning plans and/or daily work plans undertaken by the pre-service teacher. Plans should indicate the learning area, the group, and the date, and be filed in the order in which they were undertaken, even when categorised into learning areas.
- Assessment records.
- Evidence of any professional learning and extra-curricular activities undertaken.
- Self-reflective comments, together with written comments from the mentor and supervisor.

Pre-Service Resource File

Pre-service teachers must maintain a teaching resource file containing the many ideas and resources accumulated throughout their Professional Experience placements.

- There is no prescribed format for this file; however, it is expected that a system be developed to classify resources so they are readily identifiable and accessible.
- The resource file may be a hard copy file or in an electronic format.
- It must include as much information as possible about resources such as the original source for future referencing.
- The resource file must be available to a mentor teacher and supervisor on request.
- The file does not have to be submitted to Curtin.

A list of resource types that may be included in the file can be accessed via the link under Useful and Important Links at the end of this Handbook.

Roles and Responsibilities

This section outlines the roles and responsibilities of those involved in the Professional Experience placement. Please become familiar with the role expectations below and what is expected of Curtin pre-service teachers during their placements.

Professional Experience Coordinator

The Professional Experience coordinator at the placement site may be the School Principal, a Deputy Principal, a Centre Director, or another leader responsible for oversight of placements in the school or service.

- Welcome the pre-service teacher into the service/school community.
- Introduce pre-service teacher to staff and induct the pre-service teacher into the service/school context.
- Ensure that mentor teachers are informed of the placement and have access to the Curtin Professional Experience Handbook.
- Provide support, guidance, and mediation where needed for the pre-service teacher and mentor teacher/s.

Mentor/Classroom Teacher

- Always accompanies the pre-service teacher when students are present; pre-service teachers cannot be left unattended with the students and cannot assume duty of care.
- Complete the AITSL Supervising Pre-service Teacher Program professional learning accessed here (preferred but not compulsory).
- Induct the pre-service teacher into the learning environment and articulate learning environment practices and routines.
- Facilitate the placement as per the guidelines for the relevant placement as detailed in this Handbook.
- Review and provide feedback on lesson plans.
- Provide timely written post-lesson feedback that is constructive. Please use the Feedback Comments form which can be accessed via the link under Useful and Important Links at the back of this Handbook to provide feedback to the per-service teacher.
- Provide constructive feedback on the pre-service teacher's practice against the Graduate Teacher Standards. Please see the back of this Handbook for an evidence guide to the Standards.
- View the pre-service teacher's Professional Experience teaching and resource files and comment on their quality and/or make suggestions of how they could be improved.
- Discuss the pre-service teacher's progress with the supervisor.
- Alert and discuss with the supervisor if the pre-service teacher is At Risk of failing the Professional Experience placement (see Students At Risk).
- Complete and sign the assessment form/s on Sonia and discuss with the pre-service teacher (see Reporting and Assessment section in this Handbook).

- Confirmation of staff involvement for payment purposes (included in the assessment form).

Supervisor

- Complete the AITSL Supervising Pre-service teacher Program professional learning accessed here or an equivalent professional learning program.
- Formally visit the pre-service teacher (see Table 1 for the required number of supervision visits) and observe them teaching a learning experience/s.
- Provide written and verbal feedback on the lesson/s to the pre-service teacher.
- Provide a copy of the written feedback to the pre-service teacher.
- Discuss the pre-service teacher's progress with the mentor teacher.
- View the pre-service teacher's Professional Experience teaching and resource files and comment on their quality and/or make suggestions of how they could be improved.
- Complete and sign the assessment form/s on Sonia and discuss with the pre-service teacher (see Reporting and Assessment).
- Discuss with the mentor if a student is deemed to be At Risk of failing the Professional Experience placement (see Students At Risk).

Curtin Pre-Service Teacher

- Read the Inherent Requirements to ensure you meet them.
- Read and understand the TRBWA Teacher-Student Professional Boundaries document (or your state's equivalent).
- Contact the service/school prior to your placement commencing.
- Undertake the required number of pre-visit days.
- Undertake the Professional Experience placement as outlined and required in accordance with the Code of Conduct and relevant policies and legislations.
- Ensure you discuss your final assessment with your mentor teacher and complete the self-reflection on the mentor final assessment report in Sonia or PE1-3.
- Acknowledge the mentor and supervisor assessment reports on Sonia to acknowledge the reports have been read.
- At all times assume the professional persona of an educator/teacher, accepting the constraints of punctuality, co-operation with staff, and concern for students' welfare.
- Contact your supervisor as soon as possible (PE2-4 only), and ensure you send them a copy of your teaching timetable and preferred lesson/s for observation. Maintain contact with your supervisor throughout the placement.
- Thoroughly read this Professional Experience Handbook and understand your observation and teaching requirements, AND the assessment information against

which you will be graded.

- Thoroughly read through all relevant documentation including school occupational health and safety policies and procedures and Curtin fieldwork policies and procedures.
- Make time to plan with your mentor teacher.
- **Provide your mentor teacher with your learning experience/lesson plans at least 24 hours prior to teaching the lesson.**
    - For example, if you are teaching a lesson at 9:00 am on a Monday, the lesson plans need to be submitted to the mentor teacher before 9:00 am on the previous Friday. Similarly, if you are teaching a lesson at 9:00 am on Tuesday, the lesson plans need to be submitted to the mentor teacher no later than 9:00 am on Monday.
    - Please do not email mentor teachers late at night; preferably email mentor teachers no later than 6 pm on any day and try to avoid emailing on the weekends.
    - If lesson plans are not submitted at least 24 hours prior to teaching the planned lesson, the mentor teacher may choose to prevent you from teaching the lesson/s due to being unprepared.
- Attend and participate in as many extra-curricular activities as possible, including staff meetings and professional development opportunities.
- Seek, listen to, read, and respond to all feedback and advice in an appropriate and professional manner.

Reporting and Assessment

During each placement, the mentor teacher and the supervisor are asked to complete the relevant assessment form/s. The nature and scope of these assessments will be different for each practical experience.

Electronic Forms

Curtin uses the software program Sonia for all assessment forms with the aim of making the assessment process easier and more convenient. Mentor teachers and supervisors will have received an email with an Edit Link to complete and submit the assessment form/s directly to the Curtin School of Education. Once submitted the student will then have access to the report (read-only) and are required to acknowledge they have read the report by actioning the document in Sonia.

Should a link to the assessment form/s not have been provided, or difficulty is being experienced with the link, please contact the Professional Experience Team via professional.experience@curtin.edu.au.

Please complete the assessment form/s prior to the conclusion of the Professional

Experience placement to ensure the pre-service teacher's course progression is not delayed.

General Assessment Information

Prior to the conclusion of the placement, the mentor teacher is asked to complete the Professional Experience assessment form and the supervisor to complete a modified version of this form.

The Professional Experience assessment forms are based on the

- **Australian Professional Standards for Teachers at the Graduate career stage**, and
- Curtin University School of Education Professional Experience **Code of Conduct**. (The Professional Experience Code of Conduct outlines the professional behaviour requirements and responsibilities of Curtin pre-service teachers.)

The Professional Experience assessment form focuses on demonstration of the following aspects of professionalism:

- punctuality
- personal presentation
- initiative
- respect for the service's/school's vision, values, mission, and approaches
- plans submitted to the mentor teacher at least 24 hours prior to the lesson
- reflective practice
- participation in other duties

In addition to the inclusion of a general comment on the pre-service teacher's professionalism, the above aspects will be awarded one of the following ratings:

- Above Satisfactory
- Satisfactory
- Insufficient Opportunity
- Unsatisfactory

Mentor teachers and supervisors need to be cognisant of where the Professional Experience unit fits within the overall course (see Table 1), and the expected level of expertise of the pre-service teacher performing at that stage of their teacher education.

Pre-service teachers are graded as Pass or Fail for Professional Experience placements 1-3. To pass the Professional Experience placement, a pass must be awarded by both the mentor/classroom teacher (PE 1-4) and supervisor (PE 2, 3, and 4). After discussing the final assessment, the pre-service teacher must complete a self-reflection as part of the mentor assessment form; mentors do not need to assist pre-service teachers with their self-reflection. The assessment forms include a number of areas in which the pre-service teacher

is expected to develop during the placement. Still requiring development in a few areas does not preclude awarding an overall grade of Pass for the placement assessment.

Each pre-service teacher will be assessed against of the Australian Professional Standards for Teachers at the **Graduate** career stage. If the pre-service teacher does not have an opportunity to demonstrate a Standard focus area for the Professional experience completed, an explanation should be provided in the appropriate comment section.

The mentor teacher and supervisor are requested to discuss the Professional Experience Assessment Form and process with the pre-service teacher. It is recommended that this discussion identifies strengths the pre-service teacher has demonstrated in the classroom and the aspects that require attention, with ideas about how to improve these.

Assessment for Professional Experience 1

The mentor teacher and the pre-service teacher are required to complete the *Professional Experience 1 Assessment Form* and to participate in discussion that include feedback from the mentor and self-reflection by the pre-service teacher.

Table 2 is a copy of the rubric the mentor teacher and pre-service teacher need to complete for Professional Experience 1; the shaded parts are for both the mentor teacher and pre-service student to complete.

Table 2
Assessment Rubric for Early Childhood Professional Experience 1 Placement

Professional Experience 1 Assessment Rubric			
Graduate Standards	**Not yet competent**	**Competent**	**Exceeds expectations**
1. **Know students and how they learn**			
Identifies achievable learning goals for students (1.1)			
Demonstrates a developing awareness of differences in students' learning preferences and needs (1.1)			
Displays cultural sensitivity and respect for diversity (1.3)			
Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities (1.6)			
2. Know the content and how to teach it			
Clearly articulates and explains the content of learning experiences (2.1)			
Demonstrates a developing ability to present content in a coherent, well-sequenced learning experience (2.2)			
4. Create and Maintain supporting and safe learning environments			
Communicates value and respect for students as individual learners (4.1)			
Builds secure, safe, respectful, supportive, and			

reciprocal relationships with students (4.1)			
Has learnt and uses students' names (4.2)			
Identifies student needs through observation and discussion (4.3)			
7. Engage professionally with colleagues, parents/carers and the community			
Employs appropriate and respectfully professional communication with school staff, visitors, parents and carers (7.3)			
Mentor teacher comment on the pre-service teacher's professionalism in terms of such aspects as punctuality, engagement, initiative, presentation, respect and participation.			
Mentor teacher conclusion/general comment			
Pre-service teacher's personal reflection on placement			

Pass	Fail	Mentor teacher signature	Date
☐	☐		

Assessment for Professional Experience 2

The mentor teacher, supervisor and the pre-service teacher are required to complete the *Professional Experience 2 Assessment Form* and to participate in discussion that includes feedback from the mentor and supervisor and self-reflection by the pre-service teacher. As this is the second PE experience this will be extended from PE 1.

Table 3 is a copy of the rubric the mentor teacher and pre-service teacher need to complete for Professional Experience 2.

Table 3
Assessment Rubric for Early Childhood Professional Experience 2 Placement

Professional Experience 2 Assessment Rubric			
Graduate Standards	**Not yet competent**	**Competent**	**Exceeds expectations**
1. **Know students and how they learn**			
Identifies achievable learning goals for students (1.1)			
Demonstrates a developing awareness of differences in students' learning preferences and needs (1.1)			
Responds to differences in students' learning preferences and needs through approaches to lesson planning and teaching (1.1)			

Displays cultural sensitivity and respect for diversity (1.3)			
Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities (1.6)			
2. Know the content and how to teach it			
Clearly articulates and explains the content of learning experiences (2.1)			
Accurately answers content related questions from students (2.1)			
Demonstrates a developing ability to present content in a coherent, well-sequenced learning experience (2.2)			
Develops and delivers logical lesson sequences that reflect curriculum or framework requirements and are constructed to develop understanding of content (2.2)			
3. Plan for and implement effective teaching and learning			
Designs lesson plans/ learning experiences detailing such goals through the use of objective/outcomes, specifying content and pedagogy as well as sequencing in consultation with Mentor Teacher (3.2)			
4. Create and Maintain supporting and safe learning environments			
Communicates value and respect for students as individual learners (4.1)			
Builds secure, safe, respectful, supportive and reciprocal relationships with students (4.1)			
Has learnt and uses students' names (4.2)			
Employs classroom routines consistently to maximize student learning (4.2)			
Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning needs goals/outcomes (4.2)			
Identifies student needs through observation and discussion (4.3)			
6. Engage in Professional Learning			
Receives constructive feedback in a positive and professional manner (6.3)			
Demonstrates a commitment to teaching and to continuous improvement of their practice (6.4)			
7. Engage professionally with colleagues, parents/carers and the community			
Acts on feedback provided by mentor and supervisor and reflects critically on personal and professional practice (7.1)			
Employs appropriate and respectfully professional communication with school staff, visitors, parents and carers (7.3)			
Shows willingness to participate with school staff in a range of activities (7.4)			

Mentor teacher comment on the pre-service teacher's professionalism in terms of such aspects as punctuality, engagement, initiative, presentation, respect and participation.			
Mentor teacher conclusion/general comment			
Pre-service teacher's personal reflection on placement			
Pass ☐	**Fail** ☐	**Mentor teacher signature**	**Date**

Assessment for Professional Experience 3

For the unit *Professional Experience 3* pre-service teachers are assessed as for PE1-2 but on **all** Graduate Teacher Standards and must demonstrate they can meet **all** of these Standards.

Assessment for Professional Experience 4

For the unit *Professional Experience 4: Transition Into the Profession*, pre-service teachers are assessed on **all** Graduate Teacher Standards and must demonstrate they can meet **all** of these Standards. Additionally, pre-service teachers are awarded a mark out of 10 for the placement**.** To pass the Professional Experience 4 placement, a pass mark must be awarded by both the mentor teacher and supervisor.

The mentor/classroom teacher and supervisor complete separate and different assessment forms for Professional Experience 4.

Professional Experience 4 Assessment Information for Mentor/Classroom Teachers

The mentor teacher is required to complete the *Mentor Internship Assessment Form* to assess pre-service teachers throughout their placement. This one form combines a Progress Assessment, Final Assessment, and Grade. Mentor teachers can access this form anytime throughout the placement to update the form, save a draft copy, and make final submissions. Please see below for guidelines on how to use the form.

Mentor Progress Assessment

The mentor teacher is asked to discuss the Progress Assessment with the pre-service teacher and indicate (at the bottom of the Form) if the pre-service teacher **Continues** the

placement, or is placed **At Risk**, with substantiating comments if appropriate. Please provide this feedback to the pre-service teacher by week 3 of the 5-week placement block. The Assessment should be discussed with the supervisor and pre-service teacher and the pre-service teacher should be provided with their own copy of this form.

The Progress Assessment requires the mentor teacher to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Comments on each standard and overall recommendations and commendations are required. Additionally, comments are required against the Professional Experience Code of Conduct (in the *Professionalism* section of the Form). The final rating of **'Intern continues the placement'** or **'At Risk process is applied'**, is then awarded.

Mentor Final Assessment

Although the mentor teacher will have been communicating with the supervisor about the pre-service teacher's progress, it is expected that the final assessment is somewhat independent, so two viewpoints are used for the final assessment of the pre-service teacher's placement. The Final Assessment should be discussed with pre-service teacher.

The final assessment requires the mentor teacher to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Comments on each standard and an overall final comment are required.

Internship Grade

In the *Grade* section of the form, the mentor teacher awards the pre-service teacher a mark out of 10. The final placement grade is calculated as an average of the mentor and supervisor marks and is only confirmed at a special Board of Examiners' meeting at the university. Please note that it is acceptable to award a 10/10 to a pre-service teacher exhibiting outstanding teaching skills as a final year student.

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

Please note that the pre-service teacher must pass both the Professional Experience placement and the AfGT to pass the fourth Professional Experience unit.

Professional Experience 4 Assessment Information for Supervisors

Two separate forms are used by the supervisor to assess the pre-service teacher.

Supervisor Comments and Suggestions Form

Please use this form to record your observations about the pre-service teacher's achievements and development during your early visits and provide a copy to the pre-service teacher. The comments and suggestions must include feedback on the pre-service teacher's progress against the Australian Professional Standards for Teachers at the Graduate career stage and the Professional Experience Code of Conduct.

Supervisor Internship Grade and Assessment Form

There are two parts to the *Supervisor Internship Grade and Assessment Form* that is used by supervisors to assess pre-service teachers throughout their placement: the Teacher Standards and Grade.

Although the supervisor will have been communicating with the mentor teacher about the pre-service teacher's progress, it is expected that the final assessment is somewhat independent, so two viewpoints are used for the final assessment of the pre-service teacher's placement. The Final Assessment should be discussed with pre-service teacher.

The final assessment requires the supervisor to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Comments on each standard and an overall final comment are required.

Within the *Grade* section of the form, the supervisor awards the pre-service teacher a mark out of 10. The final placement grade is calculated as an average of the mentor and supervisor marks and is only confirmed at a special Board of Examiners' meeting at the university. Please note that it is acceptable to award a 10/10 to a pre-service teacher exhibiting outstanding teaching skills as a final year student.

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

Please note that the pre-service teacher must pass both the Professional Experience placement and the AfGT to pass the fourth Professional Experience unit.

Assessment for Graduate Teachers (AfGT)

All pre-service teachers are required to complete a teaching performance assessment. This is a national requirement (Program Standard 1.2, AITSL, 2015). The teaching performance assessment undertaken at Curtin University is the Assessment for Graduate Teaching (AfGT) and **is undertaken as an integrated component of their fourth and final Professional Experience unit**.

The AfGT is a culminating assessment designed to be undertaken in the classroom environment during the final Professional Experience placement. Its purpose is to evaluate each pre-service teacher's teaching, professional decision-making, and impact on student learning in a real-life context. The AfGT is a robust, comprehensive, and authentic series of tasks that provides opportunity for pre-service teachers to reflect on and demonstrate the impact of their teaching on student learning across the elements of planning, teaching, assessing, and making situational judgements. It contributes to pre-service teachers' understanding of how teachers engage in practice, including how they reflect and document their everyday practices.

The AfGT comprises of four elements:

- Element 1: Planning for Learning and Teaching
- Element 2: Analysing Teaching Practice

- Element 3: Assessing for Impact on Student Learning
- Element 4: Expanding Practice

The AfGT and the Professional Experience 4 placement must both be passed to pass the unit *Professional Experience 4: Transition Into the Profession*. The due date for submission of the AfGT is provided in the unit Blackboard site and further information and resources related to the AfGT are provided by the unit coordinator and/or tutor.

Students At Risk of Failing the Placement

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. Occasionally a mentor teacher or supervisor may have concerns about a student's progression.

At Risk is the term used to signify the pre-service teacher is failing to make satisfactory progress towards meeting the competencies and/or the required professional behaviour and skills consistent with their stage of professional learning.

Being placed on an At Risk status does not automatically imply a student will fail the placement. It is a **supportive process** to help the pre-service teacher, mentor, and supervisor identify specific aspects that need improving, and provide the pre-service teacher with an opportunity to improve their practices in order to pass their placement.

Please note, at no time should an At Risk be completed without a placement site representative, pre-service teacher, and supervisory staff member being present (generally this would be the mentor teacher, pre-service teacher, and supervisor – if the supervisor is not available, it is recommended that another University representative attend either in-person where possible or via WebEx/Microsoft Teams).

Steps for At Risk process:

1. Ideally the At Risk procedures should be commenced as soon as issues are identified during a placement.

2. If possible, please contact the pre-service teacher's Unit Coordinator for guidance prior to initiating the At Risk procedure. Where the Unit Coordinator's details are not available on Sonia, please contact the Professional Experience Team (professional.experience@curtin.edu.au) and they will provide the Unit Coordinator's details.

3. Please discuss the student's progress and possibility of being placed At Risk with the student and the supervisor. In some cases, this discussion is enough for the pre-service teacher to improve their practice and the At Risk form is not needed.

4. An At Risk discussion is an opportunity for the pre-service teacher, mentor teacher, and supervisor to discuss progress and expectations, address areas identified for improvement and developmental strategies, and to identify if the placement is to be completed successfully. Please use the At Risk Part A form available via the link under Useful and Important Links at the back of this Handbook to guide this process.

5. The completed At Risk Part A form should be signed by the pre-service teacher, mentor, and supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team (professional.experience@curtin.edu.au).

6. At the end of the 5-day At Risk period, the pre-service teacher, mentor, and supervisor should meet and discuss the aspects set out on the At Risk Part A form. If the pre-service teacher has addressed these successfully, then the placement should continue and the At Risk Part B form (available via the link under Useful and Important Links at the back of this Handbook) completed. If the pre-service teacher has failed to address all elements, then the decision can be made to either:

    - extend the At Risk period if the pre-service teacher is showing improvement, has met some of the At Risk requirements, and the mentor teacher considers their students' learning is not being compromised (in these cases, please complete another At Risk Part A form with the new dates and forward to the Professional Experience Team)
    - award a fail grade for the placement and the placement is terminated. Please complete the At Risk Part B and forward to the Professional Experience Team (professional.experience@curtin.edu.au).

Placement Termination by Placement Site or Curtin University

Under the Curtin Fieldwork Education Policy and Procedures, if a pre-service teacher's placement is terminated by the placement site or Curtin University, they may be deemed as failing the unit. Results will be managed in accordance with the Assessment and Student Progression Manual.

Please note in some circumstances, a student may have their placement terminated by the placement site or Curtin University and receive a fail result for the Professional Experience placement without an At Risk process being evoked and/or undertaken. We do, however, encourage mentors and supervisors to enact an At Risk whenever possible to provide the pre-service teacher an opportunity to improve their practices, as long as school students' learning and safety is not compromised.

Students who fail a Professional Experience unit are advised to monitor their Official Communications Channel and Curtin student email for notifications and information relating to course progression, following official results release. In accordance with the Assessment and Student Progression Manual, determination of academic status is the responsibility of the Board of Examiners.

Students Withdrawing From Placement (Self-Termination)

If a student decides to withdraw from the Professional Experience placement, this is considered a self-termination. As the Professional Experience placement is an assessment and a pass is required to pass the unit, if a student withdraws from the placement a **fail grade is recorded for the unit**. The student is then required to re-enrol in the unit at a future unit offering.

Students who fail a Professional Experience unit are advised to monitor their Official Communications Channel and Curtin student email for notifications and information relating to course progression, following official results release.

Assessment Appeals

If students have evidence the Professional Experience placement assessment they were awarded is inaccurate, they are encouraged to raise their concerns with the Unit Coordinator immediately. Alternatively, students may choose to lodge a formal appeal against their assessment results. Please see Curtin's Appeal Against Assessment website for more details and how to apply.

Please note that a third enrolment in a Professional Experience unit will not be permitted where a student has previously undertaken the unit on two occasions and received an unsuccessful result in both attempts.

Outline of Professional Experience 1

All placements are attached to a theory unit that has other assessable components in addition to the Professional Experience placement. The first Professional Experience placement is associated with the unit:

Professional Experience 1: Planning and Documentation

The first Professional Experience for Master of Teaching (Early Childhood Education) pre-service teachers involves undertaking practice in an Australian early childhood service, accredited as a long-day care provider, that delivers education and care to children birth to 5 years of age. This placement includes 5 distributed days (with children 3 to 5 years of age) and a 2-week full-time block placement (with children aged birth to 3 years).

The placement schedule in Table 1 shows the focus age group for the five distributed days and block placement. As much as is possible, this schedule should be followed as it enables the pre-service teacher to complete tasks related to assessment requirements. Where services have different room arrangements, the pre-service teacher, in consultation with their mentor educator, should aim to spend time with children as close to the focus age group as possible. The time spent with the mentor educator will be in the room/on the floor where the

mentor educator is rostered.

Some preservice teachers may be required to engage in highly private interactions with children while others may not. These may include but are not limited to hygiene-oriented rituals, such as nappy changes and toileting. The pre-service teacher should follow the direction of their mentor in relation to these rituals, keeping with the service's policies, procedures, and practices.

Please note there are no supervisor visits for this placement.

Distributed days

The pre-service teacher is expected to visit the early childhood service once a week for 5 weeks prior to the commencement of the 2-week block placement and be at the service for an 8-hour day each visit, working with service arrangements. Ideally, the 5 weekly visits will be on a different day of the week, each week. Over the course of the placement, the pre-service teacher should experience at least two openings of the service and two closes. For additional information please see Pre-Visits and Distributed Days earlier in the Handbook.

Pre-service teachers are expected to take no more than 1 hour off the floor for each of the five distributed days (prior to the 2-week block placement) to work on Reflection tasks for the unit. Please note that this 1 hour off the floor each visit should not be the lunch hour/time. This off floor or non-contact time is not required for the 2-week block placement.

Placement Participation and Teaching Expectations

During the first Professional Experience placement, pre-service teachers are expected to accompany the lead educator throughout the day and involve themselves as much as possible in all service activities and administrative duties. Pre-service teachers are to become aware, through discussion and observation, of the varied nature of the early childhood educator's role. Emphasis is on supporting pre-service teachers to relate successfully to students in small groups and on an individual basis, and to integrate the pre-service teachers' studies with practical learning experiences. During this period, pre-service teachers should accept an increasing responsibility for a variety of learning experiences. These include:

- Plan and implement appropriate learning experiences for infants, toddlers, and young children in early learning settings.
- Create and maintain collaborative relationships with families and colleagues while developing teacher professional identity, resilience, and emotional wellbeing.
- Establish professional and ethical work behaviours.

Students are encouraged to refer to the Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

It is requested that mentor educators take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the early childhood setting. Mentor educators and pre-service teachers should discuss

follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. Where possible, pre-service teachers should be provided with opportunities to observe children in a variety of learning environments and settings.

The pre-service teacher is required to **submit lesson/experience plans at least 24 hours in advance** (please follow this link for more information about submitting lesson plans) and evaluations should be submitted the following day to the mentor educator. Lesson/Experience plans should be professionally presented in the teaching file in chronological order and be available for the mentor educator, placement coordinator, and supervisor at all times. The Lesson/Learning Plan Templates available via the link under Useful and Important Links at the back of this Handbook, or an alternative format at the request of the mentor educator, may be used.

The following table outlines the preservice teacher teaching load requirements for the second Professional Experience placement. **Please note:**

- The lessons refer to learning experiences of up to one hour duration.
- All observations, learning experience plans, and learning stories need to be placed in the Teaching File and may be appraised by the supervisor.

Table 4
Pre-Service Teaching Load Checklist for Professional Experience 1

Week	Days	Preservice Teacher Teaching Load Requirements
1	All	☐ Complete a minimum of 5 separate formal lesson/learning experience observations, and document using the Observation Proformas (available via the link under Useful and Important Links at the back of this Handbook), or the observation/documentation formats used in the service. ☐ Plan with the mentor teacher and have an approved teaching program for all groups being taught in week 2. ☐ Develop 2 learning stories. ☐ Carry out the role of assistant when not involved in observing/teaching.
2	1 to 4	☐ Complete a minimum of 5 separate formal lesson/learning experience observations, and document using the Observation Proformas (available via the link under Useful and Important Links at the back of this Handbook), or the observation/documentation formats used in the service.

		☐ Use observations to plan, teach, and evaluate 2 fully prepared indoor/outdoor learning experiences (Lesson/Learning plan templates are available via the link under Useful and Important Links at the back of this Handbook). ☐ Develop 3 learning stories. ☐ It is recommended that the pre-service teacher be responsible for setting up the indoor environment for one room for 1 day (minimum). ☐ Carry out the role of assistant when not involved in observing/teaching.
	5	☐ Conclude all evaluations and undertake a debrief of the Professional Experience.

Placement Assessment

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see Reporting and Assessment earlier in this Handbook for more information.

Outline of Professional Experience 2

All placements are attached to a theory unit that has other assessable components in addition to the Professional Experience placement. The second Professional Experience placement is associated with the unit:

Professional Experience 2: Planning for Writing, Assessment and Reporting

The second Professional Experience for Master of Teaching (Early Childhood Education) pre-service teachers is a 3-week full-time block placement with children aged 3 to 5 years in a learning environment that is prior to formal schooling. The focus for this Professional Experience is on all aspects of learning and teaching in this environment.

Supervision

A supervisor will formally visit the pre-service teacher **once** during the 3-week placement and it is advised that, where possible, this visit should be in the second week of the placement. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

Placement Participation and Teaching Expectations

During the second placement, pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Pre-service teachers are to become aware, through discussion and observation, of the varied nature of the early childhood educator's role. Emphasis is on supporting pre-service teachers to relate successfully to children in small groups and on an individual basis, and to integrate the pre-service teachers' studies with practical learning experiences. During this period, pre-service teachers are given the opportunity to plan, prepare, and teach lessons to a group, then progress to teaching the whole class.

At the completion of this placement the pre-service teacher will have begun to:

- Employ effective communication skills, maintain student safety, and meet ethical, legislative, administrative, and organisational requirements as they plan, teach, and assess in kindergarten and pre-primary school settings to meet the diverse needs of students.
- Demonstrate professional practices, knowledge, and skills that support effective learning and teaching, and inform the creation and maintenance of positive learning environments for the diverse needs, wellbeing, and developing agency of children.

Students are encouraged to refer to their Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

It is requested that mentor teachers take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the early childhood setting. As much as is as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. Where possible, pre-service teachers should be provided with opportunities to observe children in a variety of learning environments and settings.

The pre-service teacher is required to **submit lesson/learning experience plans at least 24 hours in advance** (please follow this link for more information about submitting lesson plans) and evaluations should be submitted the following day to the mentor teacher. Lesson/learning plans should be professionally presented in the teaching file in chronological order and be available for the mentor teacher, placement coordinator and supervisor at all times. The Lesson/Learning Plan Templates available via the link under Useful and Important Links at the back of this Handbook, or an alternative format at the request of the mentor educator, may be used.

The following table outlines the pre-service teacher teaching load requirements for the second Professional Experience. **Please note, lessons are based on 60 minutes; adjust teaching load accordingly.**

Table 5
Pre-Service Teaching Load Checklist for Professional Experience 2

Week	Pre-service Teacher Teaching Load Requirements
1	☐ Complete 4 separate formal learning experience observations, and document using the Observation Proformas (available via the link under Useful and Important Links at the back of this Handbook), or the observation/documentation formats used in the service. ☐ Across the week, plan, teach, and evaluate at least 4 whole/small group learning activities with a minimum of 1 lesson per day (Lesson/Learning plan templates are available via the link under Useful and Important Links at the back of this Handbook). ☐ Across the week, set up 2 provocations outside per day.
2	☐ Plan, teach, and evaluate at least 2 learning experiences per day (Lesson/Learning plan templates are available via the link under Useful and Important Links at the back of this Handbook). ☐ Set up the outdoor environment once per day on 2 days.
3	☐ Plan, teach, and evaluate at least 2-3 learning experiences per day. ☐ Set up the outdoor environment on alternate days.

Placement Assessment

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see Reporting and Assessment earlier in this Handbook for more information.

Outline of Professional Experience 3

All placements are attached to a theory unit that has other assessable components in addition to the Professional Experience placement. The third Professional Experience placement is associated with the unit:

Professional Experience 3: Using Data to Inform Teaching and Learning

The third Professional Experience for Master of Teaching (Early Childhood Education) pre-service teachers involves a 4-week full-time block placement in a junior primary setting. The focus for this Professional Experience is on all aspects of assessment, learning and teaching in this environment.

Supervision

A supervisor will formally visit the pre-service teacher **twice** during the 4-week placement

and it is advised that, where possible, this visit should be in the second week of the placement. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor. Additional supervision visits can be arranged and if needed, Supervisors should contact the Professional Experience Team (professional.experience@curtin.edu.au) prior to undertaking the additional supervision visit.

Placement Participation and Teaching Expectations

During the third placement, pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Pre-service teachers continue to develop through discussion and observation, an understanding of the varied nature of the early childhood educator's role. Emphasis continues to be on supporting pre-service teachers to relate successfully to children in whole class settings, small groups, and on an individual basis, and to integrate the pre-service teacher's studies with practical learning experiences. During this period, pre-service teachers are given the opportunity to plan, prepare, and teach lessons to the whole class.

At the completion of the Professional Experience placement, pre-service teachers will be able to:

- Create learning plans based on data and research from a full range of sources such as family, allied professionals, class or service, school, and system.
- Demonstrate professional practices, knowledge, and skills that support effective learning and teaching, and the creation and maintenance of positive learning environments for a diversity of students.

Students are encouraged to refer to their Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

It is requested that mentor teachers take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to school aged children. As much as is as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. Where possible, pre-service teachers should be provided with opportunities to observe students in a variety of classroom settings.

The pre-service teacher is required to **submit lesson/learning experience plans at least 24 hours in advance** (please follow this link for more information about submitting lesson plans) and evaluations should be submitted the following day to the mentor teacher. Lesson/learning plans should be professionally presented in the teaching file in chronological order and be available for the mentor teacher, placement coordinator and supervisor at all

times. The Lesson/Learning Plan Templates available via the link under Useful and Important Links at the back of this Handbook, or an alternative format at the request of the mentor teacher, may be used.

The following table outlines the pre-service teacher teaching load requirements for the third Professional Experience. **Please note, lessons are based on 60 minutes; adjust teaching load accordingly.**

Table 6
Pre-Service Teaching Load Checklist for Professional Experience 3

Week	Days	Preservice Teacher Teaching Load Requirements
1	All	☐ Complete 6 formal lesson observations and document using the Observation Proforma (available via the link under Useful and Important Links at the back of this Handbook) or the observation/documentation formats used by the school. ☐ Across the week, plan, teach, and evaluate at least 3 fully prepared short lessons with groups of students (Lesson/Learning plan templates are available via the link under Useful and Important Links at the back of this Handbook).
2	All	☐ Complete 6 formal lesson observation and document using the Observation Proforma. ☐ Plan, teach, and evaluate at least 1 whole-class fully prepared lesson per day.
By week three, pre-service teachers should have experience in teaching across several learning areas using a variety of teaching strategies.		
3	1 to 3	☐ Plan, teach, and evaluate at least 2 whole-class fully prepared lessons per day.
	4 to 5	☐ Plan, teach, and evaluate at least 3 whole-class fully prepared lessons per day.
4		☐ Plan, teach and evaluate a minimum of 15 whole-class fully prepared lessons during this final week

Placement Assessment

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see Reporting and Assessment earlier in this Handbook for more information.

Outline of Professional Experience 4

All placements are attached to a theory unit that has other assessable components in

addition to the Professional Experience placement. The fourth Professional Experience placement is associated with the unit:

Professional Experience 4: Transition Into the Profession

The fourth Professional Experience unit for Master of Teaching (Early Childhood Education) pre-service teachers involves a 5 week full-time block placement and the Assessment for Graduate Teachers (AfGT; Curtin's Teaching Performance Assessment). The fourth Professional Experience placement is often referred to as the Internship and the focus is on the pre-service teacher's transition to the teaching profession. Pre-service teachers will be required to demonstrate their meeting of the Graduate Teacher Standards both in the placement and Teaching Performance Assessment (AfGT).

Teaching Performance Assessment

All pre-service teachers studying through Curtin University are required to complete the AfGT as part of their fourth and final Professional Experience unit. Please see the section Assessment for Graduate Teachers (AfGT) earlier in this handbook for more information.

Please note that all both the Professional Experience placement and the AfGT must be passed to pass the fourth Professional Experience unit.

Pre-Visits

Pre-service teachers are expected to visit their placement school and classroom as much as possible before they commence the Professional Experience placement. Pre-service teachers must undertake a minimum of 2 full-day pre-visits in the classroom with students present prior to the commencement of the Professional Experience block placement (see Pre-Visits and Distributed Days). Students are encouraged to undertake 4 pre-visit days to help set them up for success during the internship; however, only 2 pre-visit days are compulsory. Pre-internship contact time is to be arranged between the pre-service teacher and the mentor teacher.

During the pre-visits **pre-service teachers should specifically discuss requirements for the first two weeks of lessons for the Internship.** Additionally, pre-service teachers can observe and begin to learn about and discuss:

- classroom organisation and procedures, including management plans
- students' names and learning needs
- teaching strategies
- assessment procedures
- AfGT information and planning
- practical aspects such as parking, morning tea provision, location of resources, school opening and closing times, times of staff meetings and so on.

Supervision

A supervisor will formally visit the pre-service teacher **two times** during the 5 week internship placement. It is advised that, where possible, the visits are in weeks 2 and 4 of the placement. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

Pulse Check

If desired, students can request a pulse check with their tutor for extra support during the placement. The Pulse Check model prioritises checking in with the pre-service teacher and their mentor(s) during weeks 2 to 3 of the 5 week placement to discuss placement progression. Further details regarding this will be announced on the unit Blackboard site closer to the time.

Placement Participation and Teaching Expectations

The fourth Professional Experience allows increasing responsibility for the students' learning to be assigned to the pre-service teacher, culminating with major responsibility for a class. Early childhood pre-service teachers are required to teach across all learning areas taught by the mentor teacher and are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties.

During the fourth placement, pre-service teachers are expected to continue to observe, reflect, and evaluate a variety of teaching and learning processes. Pre-service teachers are given the opportunity to plan, prepare, and teach lessons to the whole class and continue to develop, through discussion and observation, an understanding of the varied nature of the early childhood educator's role.

It is requested that mentor teachers take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the early childhood setting. As much as is as possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

A pre-service teacher's development in the observation, reflection, and interpretation of a variety of teaching and learning processes is instrumental in becoming a competent teacher. Where possible, pre-service teachers should be provided with opportunities to observe students in a variety of learning and classroom settings.

In this Professional Experience, pre-service teachers may move to planning using a Daily Work Pad. Full lesson plans should be prepared for Week 1, with a possible move to the Daily Work Pad, if and when the mentor teacher and pre-service teacher agree they are confident and capable with lesson planning (see daily work pad sample available via the link under Useful and Important Links at the back of this Handbook).

The pre-service teacher is required to **submit lesson plans at least 24 hours in advance** (please follow this link for more information about submitting lesson plans) and evaluations should be submitted the following day to the mentor teacher. Lesson/learning plans should be professionally presented in the teaching file in chronological order and be available for the mentor teacher, school principal/coordinator and supervisor at all times. The Lesson/Learning Plan Templates available via the link under Useful and Important Links at the back of this Handbook, or an alternative format at the request of the mentor educator, may be used.

Teaching Loads for the Internship

The internship unit is designed with expectations relating to teaching ratios/loads across the span of the placement. Pre-service teachers will increase their teaching load each week of the internship. In addition to teaching lessons, it is the intention that the pre-service teacher participates in all aspects of the mentor teacher's normal routines.

The following table outlines the pre-service teacher teaching load requirements for the fourth Professional Experience. **Please note, lessons are based on 60 minutes; adjust teaching load accordingly.**

Table 7
Pre-Service Teaching Load Checklist for Professional Experience 4

Week	Pre-service Teacher Teaching Load Requirements
1	☐ Become familiar with all aspects of the classroom routine. ☐ Complete 3 formal lesson observations, and document using Observation Proforma (available via the link under Useful and Important Links at the back of this Handbook) to support this learning. ☐ Plan, teach, and evaluate a minimum of 40% of a full teaching load. The lesson planning documents must be full lesson plans not the Daily Work Pad (see Lesson/Learning Plan Template and Daily Work Pad Sample available via the link under Useful and Important Links at the back of this Handbook). ☐ Plan with the mentor teacher and have an approved teaching program for week 2. ☐ Undertake the AfGT. ☐ Assist the mentor teacher when not engaged in other duties.
2 & 3	☐ Plan, teach, and evaluate a minimum of 60% of a full teaching load. The lesson planning documents must be full lesson plans **or** the Daily Work Pad if negotiated with and agreed to by the mentor teacher. ☐ Update student records and monitor students' learning progress.

	☐ Plan with the mentor teacher and have an approved teaching program for the following weeks ☐ Undertake the AfGT. ☐ Assist the mentor teacher when not engaged in other duties.
4 & 5	☐ Assume 80% teaching load and take full responsibility for the class program and lessons. ☐ The mentor teacher retains duty of care. ☐ It is still expected that the mentor teacher will provide assistance and feedback during these weeks. ☐ Complete the AfGT and submit according to the due dates.

Placement Assessment

During the placement, the mentor teacher and supervisor are to complete the relevant assessment forms. Please see Reporting and Assessment earlier in this Handbook for more information.

Useful and Important Links

- At Risk Forms A & B
- Daily Work Pad Sample
- ECE Professional Experience placement year levels for all states
- Mentor Feedback Comments and Suggestions form
- Lesson/Learning Experience Plan Templates
    - Template 1 - Preferred
    - Template 2
    - Template 3
    - Template 4
- Observation Proformas
    - Anecdotal Observation
    - Event Sample Observation
    - Jottings Observation
    - Narrative Observations
    - Observation Proforma
    - Running Record Observation
    - Time Sample Observation
- Resource File - Examples of Resources
- Graduate Teacher Standards – Evidence Guide to Support Professional Experience

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