



PROFESSIONAL EXPERIENCE

Updated 6th April 2021 to reflect reduction of placement days from 40 to 30

Requirements and Guidelines Booklet

Master of Teaching Secondary

EPE531 – Classroom Ready: Impactful Teaching and Learner Engagement for Secondary

CHARLES DARWIN UNIVERSITY - COLLEGE OF EDUCATION

University contact - Semester 1, 2021

Unit Coordinator: Dr Claire Bartlett

Phone: 08 8646 6149

Email: Claire.bartlett3@cdu.edu.au

inschool@cdu.edu.au

Contents

Introduction.....	3
Professional Experience Requirements.....	5
Roles and responsibilities	7
Mentor Teacher Reports	11
AfGT Task Description (assessed by University)	Error! Bookmark not defined.
Appendix 1: Performance Descriptors – Australian Graduate Teaching Standards.....	16
Appendix 2: Element 2 Letter from PST to Parents & Carers	19
Appendix 3: AfGT Element 2 Mentor Teacher Feedback Form	21

Introduction

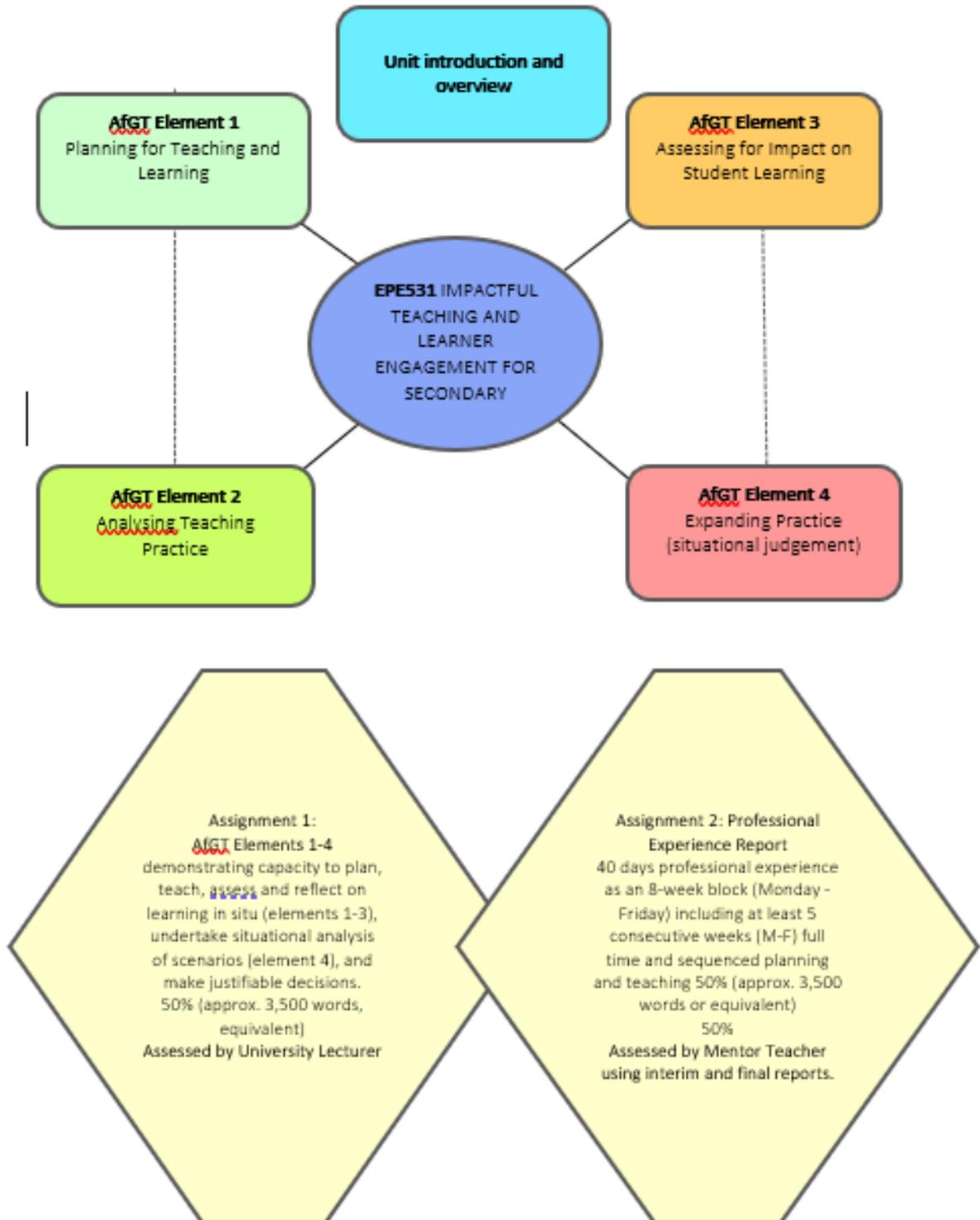
On behalf of the College of Education Charles Darwin University, thank you for agreeing to supervise a pre-service teacher for this final professional experience placement in the Bachelor of Education Primary.

This *Requirements and Guidelines* booklet outlines the assessment details and general information of this teaching placement. The information contained in this booklet should be read in conjunction with details outlined on the InSchool placement website available at [InSchool education placements | Charles Darwin University \(inschool@cdu.edu.au\)](http://InSchool.education.placements|CharlesDarwinUniversity(inschool@cdu.edu.au)) The website provides more in-depth information regarding protocols governing practicum, including all mentor teacher forms and reports. Specific attention should be given to the guidelines and procedures for supporting pre-service teachers regarding 'Placement Concerns'.

A unit overview is provided on the following page. Please note that the Assessment for Graduate Teachers (AfGT) is undertaken during this placement (more information on pages 14-16). **This is assessed by the University** however **Mentor advice and feedback will support the completion of:**

- Element 1: Planning for teaching and learning (submitted by end of Week 2)
- Element 2: Analysing teaching practice (submitted by end of Week 4)
- Element 3: Assessing for impact on student learning (submitted by end of Week 6)

UNIT OVERVIEW



Professional Experience Requirements

EPE531 – Classroom Ready: Impactful Teaching and Learner Engagement for Secondary is a **30-day professional experience practicum**. Pre-service teachers undertaking this placement are required to provide evidence of a **current police check or working with children card** to the educational setting and Education Placement Office prior to the commencement of the professional experience. Information regarding working with children is available at: <https://www.cdu.edu.au/education/education-placements>

Pre-Service teachers **may not be left in sole charge** of students. While it is expected pre-service teachers may be left in charge of students for short periods of time, especially as their confidence and competence develops, they are not expected to assume full responsibility for the duty of care of students. This is to remain the responsibility of the mentor teacher.

Non-teaching aspects of professional experience

Pre-Service teachers are expected to participate in all non-teaching aspects of their mentor teacher's work including administrative tasks associated with teaching, student supervision, sport, professional development activities, and meetings.

Lesson Planning, Preparation and Evaluation

Pre-service teachers are expected to take the lead preparing lessons and assessment of student achievement; and gathering, evaluating, and discussing access of resources in consultation with Mentor Teacher. While no specific lesson plan format is prescribed, it is essential that the lesson plan is detailed and approved by the Mentor Teacher. Samples have been shared with pre-service teachers in curriculum classes at the University. However, if a Mentor Teacher, or the school, prefers a particular lesson plan format, this format can be used.

Professional Experience Requirements and Guidelines: Master of Teaching Secondary EPE531 - Classroom Ready: Impactful Teaching and Learner Engagement for Secondary

Pre-service teachers are expected to **provide detailed lesson plans to their Mentor Teacher at least 24 hrs before the lesson is to be delivered**. This provides the Mentor Teacher with the opportunity to provide feedback and support prior to lesson. Lesson plans should have: a clear lesson goal/s, link/s to the curriculum, sequenced lesson content, teaching strategies to challenge diverse learners to achieve lesson goals (and if relevant, how individual learning needs will be catered for), resources to engage students in their learning including ICT, and strategies to support the safe, responsible, and ethical use of resources and strategies to assess student achievement. Literacy and numeracy strategies are expected to be incorporated into lessons where appropriate.

Shortly after the conclusion of a sequence of lessons an evaluation should be completed by the Pre-Service teacher by considering the following:

- What were the main outcomes of your lessons and to what extent were these outcomes achieved?
- What were the most successful aspects of the lessons, in terms of your development and student learning?
- Were there any aspects of your lesson and/or lesson plan that were successful? Why do you think this was? If you were to teach the same lesson again, what changes would you make? Why?

To assist Pre-Service teachers to reflect on their teaching, an evaluation template is available at <https://www.cdu.edu.au/education/education-placements/during-placement>

Roles and responsibilities

The primary focus of the placement is on the PST's development of professional knowledge, skills, and ways of thinking in accordance with the Australian Professional Standards for Teachers at the graduate level. Activities such as observation, reflection, planning, teaching and feedback should all be undertaken and supported with the purpose of PST growth and learning in mind.

	PRESERVICE TEACHER (PST)	MENTOR TEACHER
At least one week before the placement	<ul style="list-style-type: none"> • Contact mentor teacher to arrange a time to meet to clarify details and initial expectations of placement. • Give mentor teacher copies of the requirements and guidelines (this document) and the interim and final report forms. • Discuss AfGT Elements 1-3 with mentor teacher and: <ul style="list-style-type: none"> ○ plan to complete Elements 1-3 as part of your full-time teaching expectations ○ the mentor teachers' role in assisting you to gather the required evidence • Discuss your teaching load and confirm expectations for lesson planning, preparation and evaluation, and classroom management strategies. • Confirm school expectations including dress code, arrival time at the start of the school day and departure time, and any non-teaching activities you will be expected to participate in. <ul style="list-style-type: none"> ○ arrive at least 30 minutes before the students start school ○ remain at school at least one hour after school finishes, depending upon the school activities 	<ul style="list-style-type: none"> • Establish schedule and initial expectations of attendance for the preservice teacher. • Provide pre-service teacher with the school's code of conduct • Familiarise yourself with the requirements and guidelines and interim and final reports provided by PST. • Discuss topics or units of work the class is undertaking and any specific learning or welfare needs of individual students, and the diverse nature of the student cohort.

		PRESERVICE TEACHER (PST)	MENTOR TEACHER
Week 1	Introductions and expectations		
	<ul style="list-style-type: none"> • Introduce yourself to your class(es), aim to learn student names as soon as possible. • Develop familiarity with school staff, routines, policies and procedures through pro-active involvement. • Shadow Mentor Teacher during teaching and non-teaching activities 	<ul style="list-style-type: none"> • Discuss goals and expectations for placement. Begin to plan how you can best help PST achieve these. • Introduce PST to the principal and other staff. • Inform PST of school routines they'll participate in (staff meetings, yard duties etc.) and procedures they'll follow (safety, behaviour etc.) • Inform PST of processes for accessing facilities and equipment, including ICT resources 	
	PST's observations and reflections		
	<ul style="list-style-type: none"> • Complete observation activities using forms from Placement Resources (inschool website) and synthesise thinking in reflective journal. • Discuss reflections (on observations and own teaching activities) with mentor – how will what you're observing influence your own planning and teaching practice? 	<ul style="list-style-type: none"> • Identify observation focus points (e.g. transitions, literacy support, scaffolding, differentiation, use of language, resources etc.) • Discuss selected reflections and support PST in drawing conclusions that will improve their skills and practices 	
	Planning and beginning to teach		
<ul style="list-style-type: none"> • Establish how you will receive feedback from mentor, in both written and verbal forms. • Every learning activity delivered requires a written plan. Use one of the planning templates located in Placement Resources or design your own template in conjunction with your mentor teacher. • Establish a schedule for timely submission of planning for mentor feedback (at least 24 hours before the lesson). • Gather, evaluate, and discuss with mentor resources for planning. 	<ul style="list-style-type: none"> • Establish when and how timely feedback (written and verbal) will be given on lesson plans and teaching. Feedback templates are in Mentor Resources (inschool website). • Discuss needs of individual students in class and classroom management strategies and routines that it would be useful for the PST to adopt. • Offer planning support in the form of co-planning, and by sharing own programming, resourcing and assessment practices as PST begins to plan. 		

Professional Experience Requirements and Guidelines: Master of Teaching Secondary
EPE531 - Classroom Ready: Impactful Teaching and Learner Engagement for Secondary

	<ul style="list-style-type: none"> Discuss with mentor planning constraints such as established behaviour routines and curriculum requirements that your planning will incorporate. Work as a co-professional in the classroom, team teaching and supporting students individually and in small groups. By the 3rd or 4th day of this week plan, teach and evaluate at least 2 lessons per day. Seek and apply feedback from mentor, other staff, and students to improve planning and teaching performance. 	<ul style="list-style-type: none"> Engage the preservice teacher in collaborative/team teaching. Undertake modelling, scaffolding, and coaching and talk in a reflective way about teaching practices. Support PTS to take on increased responsibility and autonomy in planning, teaching, and managing class activities. Offer feedback on PST's observations, planning and teaching that will lead to their growth and improve their planning for teaching.
	<ul style="list-style-type: none"> Seek assessment data and feedback as required for AfGT Element 1 - Planning for Teaching and Learning 	<ul style="list-style-type: none"> Assist in providing assessment data and feedback as required for AfGT Element 1 - Planning for Teaching and Learning.
	PRESERVICE TEACHER (PST)	MENTOR TEACHER
Weeks 2-6	Planning and teaching	
	<p>Continue with observation, reflection, planning, teaching, and assessment activities from first part of placement and:</p> <ul style="list-style-type: none"> Ensure minimum of five weeks full time planning and teaching requirement is met. This may vary, at the discretion of the mentor teacher but this equates to approximately 20 to 25 hours of teaching per week. This includes teaching the 5-8 lessons planned in AfGT Element 1 and completing AfGT Elements 2 and 3. Evaluate lesson plans and ensure pedagogical approaches are appropriate and discussed with mentor teacher. Establish which lessons the mentor teacher will provide formal advice and feedback. Be pro-active in feedback discussions with mentor by offering evaluations of own 	<ul style="list-style-type: none"> Continue to offer planning and teaching support as required for PST to make progress. Offer feedback and discuss PST's own reflections on their observations and the evidence they provide of their proficiency and progress against the APST. <p>Extend discussions beyond instrumental considerations of individual lessons to include, for example:</p> <ul style="list-style-type: none"> Development of learners' positive attitudes, perceptions, and engagement with learning. Fostering relationships with learners and communication strategies. Ethics, law and duty of care. Learning intentions, success criteria, feedback strategies. Australian Curriculum and/or EYLF. The language of the profession.

Professional Experience Requirements and Guidelines: Master of Teaching Secondary

EPE531 - Classroom Ready: Impactful Teaching and Learner Engagement for Secondary

	<p>practice and suggestions for next steps in own learning.</p>	<ul style="list-style-type: none"> Emergent teacher identity and teacher resilience resources.
	<ul style="list-style-type: none"> End of week 2 - Submit AfGT Element 1 – Planning for Teaching and Learning 	<ul style="list-style-type: none"> Support the PST to plan to complete AfGT Elements 1-3 as part of their full-time teaching expectations. Mentor advice and will support the completion of AfGT Element 1- Planning for Teaching and Learning.
	<ul style="list-style-type: none"> End of week 3 - Complete Interim Report in discussion with mentor and establish clear learning goals and strategies for second part of placement. Email to clare.bartlett3@cdu.edu.au and copy mentor teacher then upload to learnline. 	<ul style="list-style-type: none"> End of week 3 - Complete Interim Report in discussion with PST and focusing on what has been learned, what is to be learned, and how, in second part of placement Determine in discussion with PST where evidence of their proficiency fits with the Australian Professional Standards for Teachers (APST)
	<ul style="list-style-type: none"> End of week 4 - Submit AfGT Element 2 – Analysing Teaching Practice. 	<ul style="list-style-type: none"> Mentor advice and feedback will support the completion of AfGT Element 2 - Analysing teaching practice. See feedback form Appendix 3.
	<ul style="list-style-type: none"> End of week 6 - Submit AfGT Element 3 - Assessing for impact on student learning. 	<ul style="list-style-type: none"> Mentor advice and feedback will support the completion of AfGT Element 3 - Assessing for impact on student learning.
	<ul style="list-style-type: none"> Toward the end of Week 6 - Complete Final Report in discussion with mentor, offering evidence of proficiency against APST in the form of articulated knowledge, demonstrated practice and artefacts such as student work. Email final report to Claire.bartlett3@cdu.edu.au and copy the mentor then upload to Learnline. 	<ul style="list-style-type: none"> Complete Final Report in discussion with PST and focusing on what has been learned over the placement, professional strengths and challenges, and future developmental goals. Complete mentor payment forms available at www.inschool.cdu.edu.au and submit to Inschool@cdu.edu.au.

Mentor Teacher Reports

Two reports are required to be completed by the Mentor Teacher; an interim report and the final report.

Interim report

The **Interim Report** is completed by the Mentor Teacher during **the third week** of placement. The Pre-Service Teacher and Mentor Teacher discuss the report and set goals for the remainder of the placement. Once the report is completed and signed a copy is given to the Pre-Service Teacher to upload to the Learnline assignment submission section and to email to the Unit Coordinator copying in the Mentor Teacher (to verify the report).

The purpose of the **Interim Report** is to update the University on how the placement is proceeding and that the school has no concerns with the Pre-Service Teacher's professional practices and skills and knowledge of the Australian Professional Standards for Teaching at the Graduate level. This report needs to be discussed with the Pre-Service Teacher so that any concerns can be addressed before the final report is written. If there are **any concerns** regarding the Pre-Service teacher's progress the Mentor Teacher needs to contact the Unit Coordinator, Dr Claire Bartlett (claire.bartlett3@cdu.edu.au). To assist in resolving concerns identified, the interim report will form the basis of discussion with the Pre-Service Teachers, the Mentor Teacher and the University.

Final report

Towards the conclusion of the placement, during the **sixth week** of the placement, the mentor teacher completes the final report. This report provides an assessment of performance against the Australian Professional Standards for Teaching at the graduate level and needs to be completed and returned to the University as soon as possible. The report indicates whether the pre-service teacher has attained and demonstrated satisfactory skills during this professional

Professional Experience Requirements and Guidelines: Master of Teaching Secondary EPE531 - Classroom Ready: Impactful Teaching and Learner Engagement for Secondary

placement. This report should be discussed with the pre-service teacher, and once signed by the mentor teacher and pre-service teacher, the preservice teacher uploads the report to Learnline unit assignment submission. **The preservice teacher also emails a copy of the final report to unit lecturer and cc's mentor teacher(s).**

The final placement report is often referred to by principals when looking to employ a graduate teacher so please ensure all sections are completed and comments made are relevant to each standard. Additional observations can be made in the overall comments section.

The following performance descriptors provide a guide for each performance level under the three domains of the Australian Professional Standards for Teachers at the Graduate Level in the final report. Mentor teachers should refer to these when completing the final report. There is a section for mentor teacher's comment at the end of each of the standard.

AfGT Task Description (assessed by University)

During this placement pre-service teachers are required to complete the Assessment for Graduate Teaching (AfGT) a summative assessment demonstrating the Australian Professional Standards for Teachers at the Graduate level. This assessment task is an accreditation requirement to be completed during the final professional experience placement. It is completed using the AfGT Manual and submitted to the university for assessment. Element 1 is due by the end of the second week, element 2 is due by the end of the fourth week and element 3 by the end of the sixth. This section provides a brief description of the three AfGT elements that are completed during the placement and the fourth, completed online.

Element 1 – Planning for teaching and learning

The Pre-service teacher submits Table 1 (AfGT Manual) which will demonstrate the Pre-Service Teacher's ability to draw on their professional knowledge and skills, as well as their understanding of the context, to plan a learning sequence and associated assessment tasks, address outcomes and students' needs and abilities. The standards assessed in Element 1 are: 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4 and 6.3.

Mentor Teachers can support Pre-Service Teachers by:

- providing/supporting diagnostic assessment data to inform overarching learning goal and planning; and
- providing feedback on the lesson sequence.

Element 2 – Analysing teaching practice

The Pre-Service Teacher:

- provides two unedited video excerpts of their teaching. They submit a copy of the mentor teacher's written feedback about the video segments (see appendix 3)

Professional Experience Requirements and Guidelines: Master of Teaching Secondary

EPE531 – Classroom Ready: Impactful Teaching and Learner Engagement for Secondary

- submits Table 2 (AfGT Manual), which will show the Pre-Service Teacher's ability to teach, critically appraise their pedagogical approaches in two Key Pedagogical Segments and incorporate feedback into their teaching.

Each Key Pedagogical Segments should be a 6 to 10-minute segment of a lesson from the lesson series planned in Element 1. The first KPS should be early in the sequence of lessons; the second should be towards the end of the sequence of lessons. The standards being assessed in Element 2 are: 1.1, 1.2, 1.5, 3.1, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 5.4 and 6.3.

Mentor Teachers can support Pre-Service Teachers by:

- providing advice about the opt-out letter to parents and carers (see appendix 2);
- providing advice about recording the Key Pedagogical Segments; and
- providing written feedback for the Key Pedagogical Segments (see appendix 3).

Element 3 – Assessing for impact on student learning

The Pre-Service Teacher:

- provides a data display (table, chart and/or graph) that represents the class' responses to an outcome-related summative assessment task;
- provides de-identified samples of the summative assessment task, including the Pre-Service Teacher's feedback, for three selected students; and
- submits Table 3 (AfGT Manual), which demonstrates the Pre-Service Teacher's ability to implement a summative assessment task, analyse data arising from this task, including de-identified samples from three students, and to nominate the next steps for teaching the whole class in general and the three selected students in particular.

Professional Experience Requirements and Guidelines: Master of Teaching Secondary EPE531 – Classroom Ready: Impactful Teaching and Learner Engagement for Secondary

Mentor Teachers can support Pre-Service Teachers by:

- participating in assessment moderation processes planned by the Pre-Service teacher to moderate summative assessment.

The standards being assessed in Element 3 are: 1.2, 1.5, 3.6, 5.1, 5.2, 5.3, and 5.4.

Element 4 – Expanding practice (situational judgement)

Element 4 of the AfGT, is completed online, and is a response to four scenarios (or situations) that educators may face during their teaching career. The standards being assessed in Element 4 are: 1.4, 1.6, 2.4 and 4.3.

Appendix 1: Performance Descriptors – Australian Graduate Teaching Standards

Professional Knowledge - Teachers draw on a body of professional knowledge and research to respond to the educational needs of students in context. They understand their students, including their diverse linguistic, cultural and religious backgrounds. The experiences and knowledge students bring to the classroom is understood and how this affects their learning. They know how to structure learning experiences to meet the physical, social and intellectual development of students. Students' literacy and numeracy skills are developed within their subject area/s and information and communication technology is used to contextualise and expand students' modes and breadth of learning.

Satisfactory	The pre-service teacher demonstrates proficiency across the descriptors for Standards 1 & 2. This is reflected in their content knowledge and capacity to use this knowledge to plan and implement well-sequenced learning experiences. Lesson preparation incorporates differentiated strategies to meet the learning needs of students across the full range of abilities. Literacy and numeracy strategies are evident in supporting student achievement. Teaching strategies make effective use of ICTs. Teaching takes account of ATSI histories and culture. Teaching programs draws on research regarding how students learn.
Developing satisfactory	The pre-service teacher demonstrates adequate capabilities across the Standards 1 & 2. This is demonstrated in their content knowledge and ability to plan and implement learning experiences. Lesson preparation demonstrates strategies required to meet the learning needs of students across the full range of abilities. Literacy and numeracy strategies are apparent and ICT is part of a range of strategies integrated into learning and teaching programs. A broad knowledge of ATSI histories and culture is demonstrated. Knowledge of the learning strengths of students from diverse backgrounds is evident. Research regarding how students learn is applied.
Unsatisfactory	The pre-service teacher has limited knowledge and capability across the standard descriptors for Standards 1 & 2. There are significant gaps in content knowledge and their understanding of the developmental needs of students when planning or implementing learning experiences is limited. Knowledge of the learning strengths of students from diverse backgrounds is not evident. Research regarding how students learn is not applied.

Professional Experience Requirements and Guidelines: Master of Teaching Secondary

EPR531 – Classroom Ready: Impactful Teaching – Master of Teaching Secondary

Professional Practice - Teachers are able to make learning engaging and valued. They create and maintain safe, inclusive and challenging environments and implement fair and equitable behaviour management plans. Effective communication techniques have a repertoire of effective teaching strategies to implement well-designed teaching programs and learning experiences. Regular evaluate of teaching is undertaken to ensure students' learning needs are met. Student assessment data is used to diagnose barriers to learning and challenge students to improve their performance. They plan for effective learning and assessment strategies and provide feedback on student learning to parents and carers.

Satisfactory	<p>The pre-service teacher displays proficiency in the descriptors for Standards 3, 4 & 5. This is evident by the use of teaching programs, where challenging goals assist students to develop problem-solving skills, critical and creative thinking. Effective use is made of verbal and non-verbal communication strategies. Teaching programs are evaluated using evidence. The classroom environment is orderly and challenging behaviours are well-managed. The wellbeing and safety of students, including the use of ICT, is monitored by implementing relevant curriculum and legislative requirements. A range of assessments are used to assess student learning. Assessment data are used to modify practices, inform planning and could be used to report to parents and carers.</p>
Developing satisfactory	<p>The pre-service teacher demonstrates adequate capabilities across the descriptors for Standards 3, 4 & 5. This is demonstrated by their capacity to plan lessons and teaching programs. Achievable challenges for students are based on using different teaching strategies. A range of verbal and non-verbal communication strategies are used to support student engagement. Teaching programs are evaluated. The classroom environment is organised with clear direction with practical approaches to managing challenging behaviours. A range of strategies are used to support student wellbeing and safety, reflecting relevant curriculum and legislative requirement, this includes the use of ICT. Knowledge of assessment strategies are used to assess student learning through timely feedback to students, to modify teaching practices and to inform future planning. The use of assessment for reporting to parents and carers is well understood.</p>
Unsatisfactory	<p>The pre-service teacher demonstrates limited knowledge and capability across the Standards 3, 4 & 5. They are poorly prepared and have difficulty implementing learning experiences effectively including problems implementing planned strategies. There are significant weaknesses in content knowledge which they may or may not be aware of and do not self-correct. There is limited or no awareness of suitable assessment strategies to gauge student understanding. The pre-service teacher is generally unaware of or indifferent to student behaviours and the need to include strategies to manage student learning. They are reluctant to deal with difficult behaviours. Little understanding regarding the responsible and ethical use of ICT is evident.</p>

Professional Experience Requirements and Guidelines: Master of Teaching Secondary

EPR531 – Classroom Ready: Impactful Teaching – Master of Teaching Secondary

Professional Engagement - Teachers identify their own learning needs and analyse, evaluate and expand their professional learning. They demonstrate respect in all interactions with students, colleagues, parents, carers and the community. They engage with the school community, within and beyond the classroom, to enrich the education of students. They understand the links between school, home and community in the social and intellectual development of students.

Satisfactory	<p>The pre-service teacher is proficient in the standard descriptors for Standards 6 & 7. This is evident by their participation in professional learning to update knowledge and practice, as well as their contribution to collegial discussions. They apply constructive feedback to improve professional knowledge and practice. An understanding of and legislative compliance, organisational and professional requirements, policies and processes is evident. There is respectful collaborative relationship with parents/carers regarding student learning and wellbeing. Participation in professional and community networks and forums is apparent.</p>
Developing satisfactory	<p>The pre-service teacher demonstrates adequate capabilities across the descriptors for Standards 6 & 7. There is evidence of professional learning and use of constructive feedback to improve practice. There is an understanding of relevant legislative, administrative, organisational and professional requirements, policies and processes. Working with parents/carers regarding student learning and wellbeing is understood. They have an understanding of the role of professional and community representatives to broaden knowledge and improve practice.</p>
Unsatisfactory	<p>The pre-service teacher demonstrates limited knowledge and capabilities in the descriptors for Standards 6 & 7. They show inaccurate or limited awareness of school, sector and/or system policies and procedures related to student well-being and safety. They make little attempt to establish professional relationships and may be defensive and/or unwilling to accept feedback or acknowledge areas for further growth, development or improvement. Professional conduct is not displayed when working with students and staff.</p>

Appendix 2: AfGT Element 2 Letter from PST to Parents & Carers

[Date]

[insert school name/address]

Dear Parent/Carer,

My name is [insert name] and I am a Pre-Service Teacher completing my professional teaching experience in your child's [eg Year 4 or Year 9 PE] class.

A teacher registration and university requirement is that I must pass both my teaching practice and a teaching performance assessment. The teaching performance assessment is called the *Assessment for Graduate Teaching (AfGT)*. The AfGT has been designed by a Consortium of nine Australian universities.

This is a courtesy letter to let you know that as part of the AfGT, I will be making two short video-recordings of myself teaching the class. The video recordings will take place in two lessons, which I will develop in conjunction with the class teacher. The focus of the video recordings will be on my teaching and my interactions with the students in the class. I will follow a set of guidelines about video-recording provided by the university and I will use these to reflect on and demonstrate my teaching skills. Even though the whole of both lessons may be video recorded, only 6 to 10 minutes of each video of the lessons will be submitted to the university. The video recordings will be viewed by academics from my university.

I will also need to submit samples of students' work from a selection of lessons I have taught. All personal details will be removed from the samples before I submit them. The videos and work samples I submit will not be published, will be securely stored and will be destroyed after 7 years.

The effectiveness of the AfGT is being researched by the Consortium who created it. This research is still going through the necessary ethics approvals and can only commence once the approvals have been granted. Please note that following ethics approval, further information will be provided to you and another opportunity to opt-out of the videos and work samples as part of the research will be provided.

Please discuss these matters with your child.

Professional Experience Requirements and Guidelines: Master of Teaching Secondary EPR531 – Classroom Ready: Impactful Teaching – Master of Teaching Secondary

If you are prepared for your child to be included in my video recordings and for me to submit their work samples, then you do not need to sign this form. However, if you do not wish for your child to be included in the video recordings or in providing samples of work, please complete the Opt-Out Statement below and return it to [insert name] by [insert date one week after this document is circulated].

Please note: Even if you decide that your child should not be included in the video recordings or that I should not submit their work samples to the university, your child will still be expected to participate in the lessons I teach. Your child will be able to sit in a part of the classroom 'out of shot' of the camera.

Opt-out Statement

Name of school student: _____

I do not want my child to be included in the video-recordings or have their work samples submitted by the pre-service teacher.

Parent/Carer's Signature: ----- Date: -----

Student's Signature: ----- Date: -----

(to show they are aware of this decision)

Appendix 3: AfGT Element 2 Mentor Teacher Feedback Form

A Key Pedagogical Segment (KPS) is a section of a lesson, lasting 6-10 minutes. The Pre-Service Teacher will choose 2 segments from their lesson series to be analysed to provide examples of their practice. Further information is contained in the AfGT guidelines.

Key Pedagogical Sequence (KPS)1 (Recommended to be early in the lesson series)		Key Pedagogical Sequence (KPS)2 (Recommended to be later in the lesson series)	
In which lesson in the lesson series is this KPS situated?		In which lesson in the lesson series is this KPS situated?	
In which part of the lesson is the 6-10 minute KPS situated?		In which part of the lesson is the 6-10 minute KPS situated?	
Aspect of practice observed in this KPS:	Comments	Aspect of practice observed in this KPS:	Comments
Teaching strategies used and their impact on student learning		Teaching strategies used and their impact on student learning	
Organisation of activities and resources		Organisation of activities and resources	
Verbal and non-verbal communication to support student learning		Verbal and non-verbal communication to support student learning	
Strategies for supporting student well-being and safety		Strategies for supporting student well-being and safety	

Challenge provided for a range of students' needs, abilities and interests		Challenge provided for a range of students' needs, abilities and interests	
General comments			
Signed [Mentor Teacher/s]			
Pre-service teacher's name			