

NSW Professional Experience (PEX) in Initial Teacher Education (ITE) policy

January 2026

Appendix A: Best Practice Guidelines for Teachers, Teacher Educators and Teacher Education Students for high quality Professional Experience in NSW schools

Appendix B: Evidence Guide for Supervising Teachers

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Introduction

This policy describes the requirements and minimum expectations of the professional experience (PEX) component of an initial teacher education (ITE) program for the purposes of the NSW Education Standards Authority (NESA) approval of that program. ITE providers may develop PEX programs that exceed these minimum expectations. The policy is aimed at assisting ITE providers to develop or review their ITE programs for submission to NESA for accreditation. ITE program documentation will be considered in terms of whether available information on the PEX component satisfies the requirements of this policy. This document should be read in conjunction with existing national and NSW policies available on the NESA website.

Defining professional experience (PEX)

For the purposes of ITE program accreditation NESA's *Policy and Procedures for the Approval of Initial Teacher Education Programs* describes PEX as 'teaching practice; practicum (one of several supervised practical teaching experiences); and internship (a final placement involving program-level supervision rather than direct in-class supervision); **in a school or other setting for educational purposes. PEX in schools must be the central activity of any ITE PEX program.**

The national [Guidelines for the accreditation of initial teacher education programs in Australia](#) define PEX as:

the component of an accredited initial teacher education program that comprises workplace learning in a school/site/early childhood setting relevant to the program.

NESA acknowledges that structured observations of teaching practice form an essential aspect of a PEX program as they provide opportunities for vicarious learning and modelling of effective practice.

Other settings for educational purposes

PEX in *educational settings other than schools* may provide a valuable contribution to a PEX program and may be particularly relevant in certain teaching areas. The rationale for using settings other than schools would relate to the nature of the ITE program or the teaching area/s the ITE student is undertaking (e.g. industrial technology, science, agricultural science, primary).

Appropriate settings other than schools may include, but are not limited to, sport and recreation centres, homework centres, museums and galleries, early childhood centres, disability services centres and industry. The focus of experiences in these settings would still be on observing teaching practice, student behaviour and learning, working with individual students or groups of students, and possibly trialing teaching approaches or collaborative teaching.

ITE program innovation through technology-assisted experiences

Online PEX teaching activities are a valuable form of technology-assisted PEX that provides direct engagement with either supervising teachers and/or school students. Online teaching activities may include supervised online support of individuals or a small group of students; the creation of teaching materials/resources for schools and school students; or assistance with school-based assessment of students. This is not an exhaustive list, and any alternative

learning opportunity should allow the ITE students to demonstrate their achievement of the graduate teaching standards.

Simulated learning environments may also be utilised by ITE providers using virtual reality technologies to offer ITE students interactive learning environments which serve as preparatory experiences. Simulated learning environments can be included in the placement days that can be completed in educational settings other than schools (up to 10% of the total number of PEX days across the program).

NESA acknowledges that they are a valuable connection between coursework and PEX placements (for example, virtual classrooms with avatar students) which help students develop, practice, and demonstrate their ability to teach and manage a classroom.

Simulated learning environments offer ITE students a safe learning environment to bridge the gap between theory and practice to experiment with different teaching and classroom management strategies across different contexts and complexity levels before or between in-school placements. Using simulated learning environments can also assist ITE providers to support and embed communities of practice, where schools and ITE students can actively collaborate in teaching and learning. In this way, ITE students can develop confidence in teaching and classroom management by having more opportunities to practice.

Supervised PEX

Supervised PEX occurs where a supervising teacher has full duty of care of the students concerned. The ITE student receives **direct in-class supervision** by the supervising teacher.

PEX Internship

A PEX internship is usually the final PEX placement in an ITE program and provides a significant period of teaching practice where the ITE student is provided with **program-level supervision** rather than direct in-class supervision by the supervising teacher. Internships are usually covered by signed formal agreements with relevant parties on the structure and scope of the internship.

A PEX day

NESA does not strictly quantify a day of PEX but determines that in terms of meeting the minimum provision (*Minimum provision of professional experience*) that a **full day of PEX comprises a significant proportion of a school day**. While distinct half-days of PEX can be accumulated to full-days, short term visits or single lesson observations in schools would not be counted as a full day of PEX.

The role of PEX

A well-structured PEX program is a vital component of all ITE programs. Professional experience enables ITE students to develop and refine their knowledge and understanding of students and how they learn, and their knowledge and skill of teaching with a focus on enhancing student learning. It also provides an opportunity for ITE students to demonstrate a capacity to meet the [Graduate Teacher Standards](#) that relate to professional practice in the classroom and for this to be observed and assessed. Importantly, several of the Graduate Teacher Standards are uniquely demonstrated during PEX.

The role of assessment in PEX

Rigorous assessment of ITE students during PEX is a critical component of any ITE program and provides students, families and schools with confidence that graduates from Australian ITE programs are **classroom ready**.

Teaching Performance Assessments (TPAs)

All ITE students are required to successfully complete a mandatory Teaching Performance Assessment (TPA). TPAs provide evidence of graduate teacher competence and give ITE students the opportunity to demonstrate their positive impact on student learning. TPAs are required to take place in a classroom environment so ITE students can demonstrate a range of authentic teaching practices. The TPA is a requirement of successful program completion and must be completed during the student's final year. Where possible, it should be included in the final PEX placement or internship. TPAs must be assessed by the ITE provider and not a supervising teacher or mentor.

In completing a TPA, an ITE student illustrates their skills, knowledge and teaching practices through evidence of their performance across a sequence of lessons that are aligned to the Graduate Teacher Standards. This could be through classroom observation, lesson plans, assessment strategies and feedback, samples of student work, and reflective practice.

National core content in ITE programs

The *Strong Beginnings: Report of the Teacher Education Expert Panel (TEEP)* was released in 2023 and provided 14 recommendations for improving the preparation of graduate teachers, their transition to the workforce, and their retention. One of the report's key recommendations was that nationally mandated **core content** be included in all ITE programs in the areas of *brain and learning*, *effective pedagogical practices*, *classroom management*, and *responsive teaching*.

In December 2023, Education Ministers endorsed the core content to be included within the Accreditation of ITE Programs in Australia: Standards and Procedures and for ITE programs across Australia to embed the nationally mandated core content by the end of 2025, such that students commencing in 2026 will undertake these studies. The Australian Institute for Teaching and School Leadership (AITSL) released the [Australian Professional Experience Guidelines](#) in October 2024.

Section 4.10 (pg.15) of the national guidelines advises that:

- pre-service teachers should have the opportunity to apply and practice the core content during their professional experience placements, as outlined in the Accreditation Standards and Procedures
- the TEEP determined that core content is a shared feature of high-quality teacher preparation programs, as it "prioritises the knowledge and practices which are essential for all ITE students to learn" (Strong Beginnings, 2023)
- ITE providers can support supervising teachers with templates and evidence guides that outline how core content can be put into practice during placements.

Structure of PEX programs

ITE providers will need to justify their approach to the nature and structure of a PEX program through program accreditation. The format and duration of the ITE program (e.g. a two-year Master of Teaching, a four-year Bachelor of Education or a combined degree program), will affect the structure of the PEX program and the number and diversity of experiences within it. It is expected that a PEX program involves several different experiences and contexts that provide developmental opportunities for ITE students to consolidate, refine and demonstrate their knowledge and understanding of students and how they learn, their knowledge of the curriculum, and their knowledge and skill of teaching as described by the Graduate Teacher Standards.

The final PEX placement should provide an opportunity for ITE students to consolidate their knowledge of teaching and learning, to demonstrate their capacity to undertake the duties of a teacher and to be assessed as demonstrating all the relevant Graduate Teacher Standards. It is also where an ITE student completes a Teaching Performance Assessment (TPA).

A quality PEX program

A quality ITE program should include a program of PEX that is integrated with all other aspects of the ITE program. A range of general education units, curriculum studies and/or teaching method units undertaken prior to professional experiences should help to provide preparation for the expected outcomes to be achieved during a particular placement.

While each PEX will have its particular focus or expected outcomes, ITE students are expected to have had opportunity to develop required knowledge, understanding and/or skills prior to and in conjunction with particular and relevant experiences, including as a minimum, the following:

- knowledge and understanding of the Graduate Teacher Standards
- knowledge and understanding of the rationale, structure and content of current NESA syllabuses relevant to their teaching area/s
- knowledge and skills in designing, delivering and reflecting on single lessons and coherent units of work
- knowledge and skills in developing a range of valid and relevant student assessment tasks
- understanding of approaches to analysing sample student outcomes data to identify student strengths and areas for development to inform lesson preparation
- knowledge and skills in using a variety of teaching and learning strategies and approaches including explicit instruction, collaborative learning strategies, approaches to student grouping and the use of information and communication technologies
- knowledge of curriculum, teaching and assessment approaches required to address the needs of all students including Aboriginal and Torres Strait Islander students, students with special education needs, students with English as an additional language or dialect, and students with challenging behaviours
- knowledge of classroom behaviour management techniques
- understanding of the role that parents and caregivers play in effective teaching and learning and approaches to effective parent/caregiver/teacher interviews
- knowledge and understanding of mandatory policies including child protection and WHS
- knowledge of appropriate professional and ethical conduct.

Evidence of a quality PEX program

ITE program documentation should include a rationale for the ITE provider's approach to PEX and an explanation of how it is structured, administered, supported, monitored and assessed. The ITE provider's PEX handbook may form the main element of this documentation. This program documentation should include:

- the objectives or intended outcomes and content of the overall PEX program
- a description of how the PEX program is integrated within the total ITE program and how ITE students are prepared through general teacher education units, curriculum studies units and teaching method units for each of the PEX placements
- a description of the Graduate Teacher Standards and other ITE provider-specific requirements (where relevant) that are to be demonstrated during each of the PEX placements
- advice on how the PEX program has been negotiated by the ITE provider in partnership with schools and other educational settings
- a description of the roles and responsibilities of key people in the PEX program, including the ITE student, staff in schools (and other educational settings if applicable) and staff of the ITE provider, prior to and during each PEX placement with respect to placement, supervision, assessment, feedback and regular reporting
- advice on the expectations for the ITE students to have appropriate class allocation, negotiated to ensure opportunities to teach all subject methods through one-to-one, small group and whole class instruction
- advice that the ITE provider expects the ITE students to take advantage of every opportunity to engage in the full life of the school, such as student sport, playground supervision, faculty/grade/stage meetings and whole-school activities and functions, as required
- details of the structure and key elements of a PEX internship, where one is provided, including guidelines for the transition of students from being directly supervised to program-level supervision, linked to an ITE student's expanding knowledge and including a well-defined assessment process at the point of the transition. **This will include the completion of a PEX report template at a point when the ITE student reaches the threshold point of 75% of the minimum required number of professional experience days (i.e. 60 of 80-days or 45 of 60-days)**
- confirmation of the signing of formal agreements with relevant parties on the structure and scope of the PEX internship, where these are required, should be provided in program documentation
- sample copies of the PEX reports used to assess ITE students. All PEX reports must be based on or reflect the Graduate Teacher Standards (but may also include other ITE provider-specific criteria) and should reflect a developmental approach to the assessment of the ITE student's skills and knowledge. The final PEX report should reflect the requirement that ITE students have demonstrated all the relevant Graduate Teacher Standards; and an explanation of the process for providing feedback and support to the ITE student, particularly when an ITE student is at risk of being deemed unsatisfactory.

Mandatory requirements for PEX in an ITE program

The minimum number of PEX days required by AITSL for nationally accredited ITE programs are:

- **60-days** for a two-year FTE graduate entry program
- **80-days** for a four or five-year FTE undergraduate program.

Table 1:

Mandatory placement days in schools	Optional placement days in <i>educational settings other than schools</i>
▪ 90% of placement days must be completed in schools, i.e. 72-days for an undergraduate program and 54-days for a graduate-entry program. ▪ Of the 90% of placement days completed in schools: - minimum of 80% must involve the ITE student in the direct act of teaching a group or class of students - up to 20% can comprise structured school-based observations. ▪ ITE students must complete placements in at least two different schools.	▪ Up to 10% of placement days can be completed in educational settings other than schools. ▪ Simulated learning environments, which serve as preparatory experiences and offer ITE students interactive learning environments, may be included in this allocation.
<u>Online PEX teaching activities</u> ITE providers may alternatively use the allocated days available for structured observations and/or other education settings to incorporate relevant online PEX teaching activities which support innovative program design. Any days allocated to support online PEX-teaching activities, cannot also be used for structured observation activities or in educational settings other than schools	

NESA may approve a variation to the above mandatory PEX requirements for innovative program models that are strategic in nature and/or designed to address systemic, high priority teacher workforce needs and that involve, for example, employment-based arrangements or innovative approaches to professional experience. NESA will consider ITE Provider advice with respect to whether this innovative and alternate model of PEX still leads to high quality ITE graduates.

Additional considerations for ITE providers

The structure of a PEX program should ensure that ITE students have valid opportunities to both observe teaching practice and to develop and refine their own teaching approaches, knowledge and skills. Structured observations of teaching practice and PEX in *settings other than schools* may be included in a PEX program and be counted towards the total number of days of PEX within an ITE program.

A PEX program must be based on providing experience in **a variety of settings** with access to a **diversity of students**. ITE students must undertake PEX placements in **at least two schools**. ITE providers should advise ITE students early in their coursework that

if they are employed in a school where they have already completed a placement, they must complete their final placement in a different school. This ensures that students gain diverse teaching experiences and exposure to different school contexts.

A four or five-year combined or double degree program that provides approximately two years of discipline studies provided by a Faculty or School other than Education and two years of teacher education studies (e.g. a Bachelor of Arts/Bachelor of Teaching, or Bachelor of Science/Bachelor of Education) where the program is a single award with a single exit-point, is viewed as the equivalent of a four or five-year undergraduate program for the purposes of the minimum number of PEX days.

Combined early childhood and primary ITE programs are required to provide **no less than 50% of the minimum required days of PEX, as outlined above, within a K-6 school setting**. The balance of PEX may be in a prior-to-school early childhood setting. *Example: a four-year early childhood and primary degree that involves 110-days of PEX would need to provide no less than 40 of these days in a K-6 school setting (that being 50% of 80-days).*

An ITE program that involves an articulation with an accredited VET program (e.g. TAFE or other RTO program) that results in an advanced standing arrangement of no less than two years into a four-year undergraduate program and that leads to graduates being eligible for a four-year degree award, is viewed as the equivalent of a two-year graduate entry program for the purposes of the minimum number of PEX days.

Recognised Prior Learning (RPL) in PEX

ITE providers can grant advanced standing/RPL credit for one or more PEX placements and should establish their own procedures based on these minimum requirements.

ITE providers must consider the NESAs requirement for ITE students to undertake PEX placements in **at least two schools before** granting advanced standing/recognised prior learning (RPL) for PEX.

A Conditionally accredited teacher, undertaking a NESAs-accredited ITE program may apply for **advanced standing/RPL credit** for prior or current teaching experience for a component of the program's PEX requirements, **other than the final year placement**, where the **Teaching Performance Assessment (TPA)** is concurrently undertaken.

A teacher's current employment in a NSW school may represent one or more of the scheduled PEX placements, **other than the final year placement** where the TPA is concurrently undertaken. In this case, ITE providers and schools/employers should collaboratively develop sensible, localised arrangements for rigorous supervision, support and assessment of Conditionally accredited teachers with a focus on ensuring their appropriate development.

Procedures developed by ITE providers should consider the amount of teaching employment undertaken; the breadth of employment across several schools and the types of schools; and the teacher's previous or current teaching role and position level. The arrangements might include negotiation of reduced teaching load, regular meetings for support, and visits to other schools to broaden experience. This would require a different level of responsibility being taken by ITE providers akin to establishing a partnership approach with schools for the ongoing development of the Conditionally accredited teacher through the final stages of their ITE program.

Where an ITE provider grants an ITE student advanced standing/RPL for a component of the program's current PEX requirements, based on the student's prior or current teaching employment in an NSW school, a minimum of a four-week final year block (20-days) of PEX still needs to be undertaken, including the TPA. This minimum four-week block would represent the normal final PEX placement where the ITE student would be required to demonstrate the full range of Graduate Teacher Standards. ITE providers retain the prerogative to apply additional requirements if they view this is in the best interests of the ITE student.

Employment-based final year placements that incorporate the TPA

Conditionally accredited ITE students may gain employment as teachers while completing their coursework. ITE students who are employed at a school and want to complete their final year PEX placement (incorporating the TPA), at the same school of employment, must have a NESA approved employment-based arrangement in place to support the dual position that Conditionally accredited teachers who are employed assume – that of early career teacher and teacher education student simultaneously.

ITE providers must apply to NESA for an **employment-based final year PEX placement**¹ on behalf of the ITE student, after first meeting with the ITE student and assessing their eligibility for this provision. ITE providers should consider the coursework progress and wellbeing of ITE students as part of their decision process.

If eligibility is established, ITE providers must then confer with the employing principal to ensure that the following conditions are consistently applied:

- the principal or delegate of the school in question supports the retention of the Conditionally accredited ITE student in the interests of curriculum continuity, especially in crucial teaching areas, geographic isolation, or casual teacher shortages
- ITE providers and schools provide an assurance that the existing principles and practices of **independent and impartial assessment** of the Conditionally accredited ITE student on their placement will be maintained
- Conditionally accredited ITE students will be expected to meet all the requirements of their TPA in the school at which they are employed.

There are three contexts ITE providers are required to manage when they have ITE students who are already employed at a school and want to complete their final year PEX placement (incorporating the TPA), at the same school of employment.

Context 1

If the ITE student has previously undertaken a satisfactory supervised PEX placement in another school, an ITE provider must apply for an **employment-based final year PEX placement** where the employing school supports their retention in the interests of curriculum continuity.

¹ ITE providers with students completing interstate employment-based placements should contact NESA for additional advice.

Context 2

If the ITE student has completed all previous supervised PEX placements at the same school of employment, they will be required to complete the final placement in a different school. This will enable the ITE student to have diverse teaching experiences and meet the requirement for placements in a minimum of two-schools.

Context 3

If the ITE student (**excluding those employed on a casual basis**) has completed all placements at the same school of employment, and due to extenuating circumstances the principal requests to retain them for their final placement, the ITE provider may apply for an **employment-based final year PEX placement** with additional advice including a **principal attestation** that the proposed placement meets the intent of the two-school requirement by providing a breadth and diversity of teaching experience, comparable to what can be achieved across two different schools.

ITE providers must engage with the employing school to provide the following information:

- the rationale for the request
- opportunities to teach across multiple stages
- proposed supervision by a variety of experienced teachers with relevant subject expertise
- planned engagement with diverse student cohorts at the school, including those with behavioural and engagement needs
- a plan for targeted professional learning across the placement.

NESA Templates for employment-based final year PEX placements, including the principal attestation for Context 3, can be found on the NESA website. Templates are available for ITE providers, with advice for both individual and cohort-based ITE student applications.

Overseas PEX in ITE programs

National Program Standard states:

The professional experience components of programs are relevant to a classroom environment, and:

- *include no fewer than 80-days in undergraduate and double-degree teacher education programs and no fewer than 60-days in graduate-entry programs*
- *consist of supervised and assessed teaching practice undertaken over a substantial and sustained period that is **mostly in Australia** and **mostly in a recognised school setting**.*

ITE students can choose to participate in PEX placements in educational settings in other countries. It is acknowledged that a PEX placement in a school overseas can provide a significant professional learning opportunity. These overseas placements can provide cross-cultural understandings, knowledge of different teaching contexts, and exposure to the cultural diversity of school students and how they learn.

NESA recognises three categories of overseas PEX placements:

1. ITE students travelling overseas who wish to complete a PEX placement in a school in another country.

2. Online ITE students living overseas who are required to meet PEX requirements of nationally accredited ITE programs.
3. ITE students who are participating in a university endorsed and supported overseas PEX placement.

Where an ITE provider is willing to support a student undertaking a placement overseas and have it counted towards the minimum PEX requirements for program accreditation (i.e. 80-days in an undergraduate program or 60-days in a graduate entry program), the following guiding principles apply:

- An overseas placement can count towards the minimum required professional experience days but **cannot be the final PEX placement in a program**. The final placement **must** be in an Australian school.
- The overseas placement will be part of a well-structured, well-designed PEX program and should occur in the early stages of an ITE program.
- At least **51%** of the minimum PEX requirements for program accreditation must be in an Australian school setting, including the final PEX placement.
- AITSL's Australian Professional Experience Guidelines provide the basis of assessment in the overseas PEX placement.
- Supervising teachers responsible for the overseas placement must be trained in the assessment of ITE students completing PEX.

ITE providers *may* support students undertaking overseas PEX placements that do not address the above guiding principles. Where this occurs, the placement can count for no more than 10% of the minimum PEX requirements in the ITE program, which is consistent with the policy provision of up to 10% of the minimum PEX days in *educational settings other than schools*.

Compliance with child protection requirements

The ITE program documentation should confirm compliance with the procedures for the completion by ITE students of appropriate pre-placement legal documentation complying with the requirements of the *Child Protection (Working with Children) Act 2012*.

Appendix A

Best Practice Guidelines for Teachers, Teacher Educators and Teacher Education Students for high quality Professional Experience in NSW schools

Introduction

This document describes the practices that facilitate high-quality professional experience (PEX) in relation to initial teacher education (ITE).

The elements of high-quality PEX include:

- a focus on development
- effective information and communication
- a professional commitment
- clear expectations
- fair and ethical practice
- sound professional judgement.

The practices described below may be undertaken by a range of people who contribute to high-quality PEX in schools. For example, staff within ITE providers, staff within schools or school systems, and ITE students.

1. Focus on development

Focus on development		
Initial teacher education providers	Schools and school systems	Initial Teacher education students
• acknowledge and promote the mutual benefits of well-structured and administered PEX to those involved • describe how PEX is integrated within the ITE program • allocate appropriately skilled provider staff to supervise and coordinate PEX arrangements • provide staff with access to sufficient time and professional learning to adequately undertake their role • provide ITE students with a base level of required skills/knowledge prior to their initial placement (e.g. how schools/classrooms operate, professional standards, key legislation such as child protection and WHS) • support/encourage schools' awareness of the Graduate Teacher Standards • support schools and supervising teachers in developing mentoring skills and having access to professional learning • develop mechanisms (e.g. digital portfolio) to track achievement across a program to support consistency and enable ITE students to demonstrate capacity across the full range of Graduate Teacher Standards.	• acknowledge and promote the mutual benefits of well-structured and administered PEX to those involved • identify ways to incorporate PEX arrangements into the school's professional learning plan • recognise that ITE students are developing their teaching knowledge and skills and will benefit from mentoring and support • provide a level of support and guidance that is appropriate to where the placement is situated within the program (i.e. early or final placement) • provide school staff with access to professional learning to better prepare them for their role in mentoring and assessing • provide access for school staff to undertake professional learning in mentoring and assessing • encourage the ITE student to develop professional autonomy • identify authentic and appropriate ways the ITE student can make a professional contribution to the school.	• take responsibility for their own learning and development • focus on the <i>Graduate Teacher Standards</i> applicable to the placement as specified by the provider or derived from their own personal professional development goals • actively seek advice, guidance, and additional support as needed • take advantage of every opportunity to engage in school activities, such as student sport, playground supervision, meetings, and events, to appreciate the full life of the school and local community • take advantage of opportunities to observe and assist school staff engaging with parents/community • identify ways to make a professional contribution to the school • identify their personal professional development goals for the next professional experience placement.

2. Information and communication

Information and communication		
Initial teacher education providers	Schools and school systems	Initial Teacher education students
- incorporate in PEX handbooks agreed common elements of PEX documentation to assist schools and support consistency - provide schools with contact details of ITE provider staff responsible for supporting and coordinating the PEX placement - ensure ITE students are aware of the procedures for allocation of placements; the requirement for placements to be secured ahead of time; and that schools may decline direct approaches by ITE students for a placement - provide schools with an early indication of the anticipated number of ITE students to be placed and teaching areas/grades/stages sought - confirm several weeks prior to the scheduled placement the names of the ITE students to be placed, teaching areas/grades/stages covered, and details of a pre-placement site visit/contact.	- provide an up-to-date prospectus or information booklet on the school, its ethos/priorities, relevant organisational and procedural matters, and key policies - supply ITE providers with contact details of key staff responsible and agreed means of contact (e.g. email, telephone) - supply ITE providers with an early indication of the anticipated number of ITE students that can be placed and teaching areas/grades/stages available - confirm several weeks prior to the scheduled PEX placement, the names of any supervising teachers; teaching areas/grades/stages covered; and any special circumstances to be considered - be acquainted with and refer to PEX documentation made available by ITE providers including the Teaching Performance Assessment (TPA) - complete the required ITE student assessment documentation and report templates - provide general feedback to ITE providers on the success or otherwise of the placement and any issues.	- make initial contact with the school by phone, email or in person after the placement has been confirmed as part the pre-placement preparation - access available information on the school to be informed of the school's ethos, priorities, relevant organisational and procedural matters, and key policies - initiate and maintain open communication with the supervising teacher prior to and during the placement - adhere to school or school system policies particularly in the appropriate use of ICT and social media - seek to understand the nature of the school as a workplace and how it functions.

3. Professional commitment

Professional commitment		
Initial teacher education providers	Schools and school systems	Initial Teacher education students
• acknowledge and promote the crucial role schools play in supporting PEX and the professionalism of school staff in supervising ITE students • seek to limit any other assessment tasks required of ITE students while they are completing a placement • ensure that any other assessments are directly relevant to the nature and expectations of the PEX placement • provide appropriate and well-informed mechanisms for school level liaison and support.	• create a culture where PEX placements are seen as an important and valued aspect of the profession • promote to all staff the crucial importance of rigorous PEX supervision • recognise outstanding teachers who are contributing to the development of future generations of outstanding teachers • make school staff aware of the broad nature of any assessments being undertaken by ITE students • offer support and guidance on all matters relating to the PEX placement including the TPA.	• demonstrate a professional manner and attitude in all dealings with schools and school students • respect, value and uphold the ethos of the school • respect the diverse cultural and linguistic backgrounds of the school students • adjust their approach to accommodate the context, priorities and ethos of the school • seek support and guidance from school staff regarding any assessments to be completed during the PEX placement including the TPA • participate in a professional education/learning community during the PEX placement • engage positively in whole-school events and/or extracurricular activities.

4. Clear expectations

Clear expectations		
Initial teacher education providers	Schools and school systems	Initial Teacher education students
- confirm ITE provider liaison staff and ITE students are aware of the expectations of the placement including the TPA - confirm PEX documentation clearly explains the focus of the placement in terms of the <i>Graduate Teacher Standards</i> to be achieved and in relation to the focus of the previous PEX placement - advise ITE students to engage in the full life of the school, such as student sport, playground supervision, meetings and events - advise ITE students to observe as much as possible teaching practices and school organisational procedures (for extended PEX placements and internships) provide clear guidelines for the transition of ITE students from direct in-class supervision to program- level supervision, including a well-defined assessment process at the point of the transition - provide documentation and professional learning to schools to support the rigorous assessment against the <i>Graduate Teacher Standards</i> and to build teacher professional judgement.	- confirm school staff are aware of expectations and responsibilities involved in supervision (i.e. students should be assessed against the <i>Graduate Teacher Standards</i> and other criteria identified in the PEX report template) - confirm school staff are aware of their legal responsibilities including duty of care - explain school/school sector specific policies, routines and expectations to ITE students - confirm that supervising teachers, in consultation with the ITE provider's PEX office, clearly outline their expectations of the ITE students - provide ITE students with timely information about expectations at the school.	- commence their placement well prepared, with knowledge of what is expected of them and knowledge of the school and its context - understand the school's role in assessing their practice and the role of the tertiary supervisor in moderating that assessment - develop and refine a portfolio of evidence demonstrating the <i>Graduate Teacher Standards</i> to share/discuss and progress with each subsequent supervising teacher across the duration of their ITE program.

5. Fair and ethical practice

Fair and ethical practice		
Initial teacher education providers	Schools and school systems	Initial Teacher education students
• have clear written advice, policies and procedures, and codes of conduct • verify that provider staff (including tertiary supervisors) are aware of, and apply relevant legislation, policies and procedures, and codes of conduct • confirm that the expectations, requirements and assessment protocols of the PEX placement are clearly articulated in documentation • verify that grievance procedures are clearly articulated to ensure there is a fair and ethical PEX placement for all ITE students.	• verify school staff are aware of and apply relevant legislation, policies and procedures, and codes of conduct for ITE providers and the school • confirm there are arrangements for dealing with potential problems and 'at-risk' students, including agreed avenues of communication with ITE providers and ITE students.	• understand the implications of relevant legislation, policies and procedures, and codes of conduct • comply with relevant legislation, policies and procedures, and codes of conduct • acknowledge they may be privy to personal and sensitive information in a school and have an obligation to ensure that privacy and confidentiality are maintained.

6. Professional judgement

Professional judgement		
Initial teacher education providers	Schools and school systems	Initial Teacher education students
- confirm schools have access to all relevant information on assessment of the PEX placement, including assessment of national ITE program core content and the TPA - encourage and support schools in making rigorous but fair assessment of ITE students against the <i>Graduate Teacher Standards</i> and any other ITE provider- specific criteria - are knowledgeable of and prepared to implement and support procedures for these ITE students, and to recommend withdrawal from the placement if required - verify that school staff apply the <i>Graduate Teacher Standards</i> to make consistent and transparent decisions about ITE student achievement - provide supervising teachers with the <i>Evidence Guide for Supervising Teachers</i>.	- are knowledgeable of and prepared to implement the ITE provider's assessment procedures including assessment of national ITE program core content and the TPA - confirm there is a policy and process to support the thorough assessment of ITE students - confirm supervising teachers have access to the <i>Evidence Guide for Supervising Teachers</i> - provide a reasonable level of support to ITE students who are having difficulties - are knowledgeable of and prepared to implement the ITE provider's procedures (especially for 'at-risk' students) and to recommend withdrawal from the PEX placement if required, based on an unsatisfactory assessment decision (for extended PEX placements and internships) assess ITE students to confirm they can transition from direct in-class to program-level supervision - encourage professional dialogue regarding the ITE student's strengths and weaknesses.	- approach PEX placements with knowledge and the ability to connect theory and practice. This demonstration should be captured through application of national ITE program core content and completion of the TPA requirements. - are open to formative feedback - are aware of additional support that is available, if applicable - take responsibility for timely communication to the school and/or ITE provider regarding any difficulties they may experience - undertake a self- assessment to identify their strengths and weaknesses - apply any professional feedback to ensure improvement in practice - take steps to build relationships with mentor teachers and other school staff.

Appendix B

Evidence Guide for Supervising Teachers

Background

The Australian Professional Standards for Teachers are a public statement of what constitutes quality teaching. The standards define the work of teachers and make explicit the elements of high-quality, effective teaching, which results in improved educational outcomes for students. The standards do this by providing a framework that describes the knowledge, practice and professional engagement required at all stages in a teacher's career. They present a common understanding and language for discourse between teachers, employers, teacher educators, teacher organisations, professional associations, and the public.

In NSW, accreditation is the structure through which teachers are recognised as meeting these standards. It ensures the integrity and accountability of the profession. It recognises the significance of teaching as a profession, and the position of trust and responsibility teachers have within society. There are two mandatory levels of accreditation: Conditional/Provisional and Proficient Teacher. Teachers with a completed teaching qualification are eligible for Provisional accreditation. Applicants still undertaking their teaching qualification are eligible for Conditional accreditation. Completion of an approved initial teacher education (ITE) program recognises that the teacher has met the standards at the Graduate Teacher career stage. The second stage of a teacher's career is recognised when they demonstrate their achievement of the standards at the Proficient Teacher career stage.

Purpose

Supervising teachers (STs) in schools are pivotal in assessing and supporting ITE students on professional experience (PEX). ITE providers place trust in them to fulfil their dual roles. This evidence guide for the **Graduate Teacher** Standards is designed to help build the capacity of STs to make professional judgements by clarifying the meaning and significance of each *Graduate Teacher* Standard descriptor. It is a practical guide that develops from the conceptual to the operational with **indicators of practice**. ITE providers should include this evidence guide, or a variation of it, in their PEX handbooks for access by STs and ITE students.

It supports the rigour and consistency of assessment by providing STs with specific examples of what teacher practice at this level should look like. It is designed to be inclusive of practice across the Kindergarten to Year 12 years of schooling. It also differentiates between what an ITE student should be able to demonstrate during an early PEX placement and the final placement or Internship; at which time all the relevant standard descriptors should be demonstrated.

When selecting evidence of achievement of the standards, STs should be aware that evidence should verify an ITE student's achievement of each of the standard descriptors. Most of the evidence will be drawn from observation of the ITE student's teaching practice but evidence can also be derived from a range of sources, such as planning, and assessment documents developed by the ITE student.

STs should also be aware that a single piece of evidence can be used to address multiple descriptors across the seven standards. For example, a ST's lesson observation notes, with an ITE student's reflection attached, may demonstrate how the ITE student:

- *has demonstrated knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds (Descriptor 1.3.1)*
- *has demonstrated knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (Descriptor 1.5.1)*
- *has implemented teaching strategies for using ICT to expand curriculum learning opportunities for students (Descriptor 2.6.1)*
- *has demonstrated a range of verbal and non-verbal communication strategies to support student engagement (Descriptor 3.5.1).*

Likewise, a teaching and learning sequence or lesson planning documentation may demonstrate how the ITE student:

- *has used curriculum, assessment and reporting knowledge to design learning sequences and lesson plans (Descriptor 2.3.1)*
- *knows and understands literacy and numeracy teaching strategies and their application (Descriptor 2.5.1)*
- *implements teaching strategies for using ICT to expand curriculum learning opportunities for students (Descriptor 2.6.1)*
- *has sought and applied constructive feedback from colleagues (Descriptor 6.3.1).*

Examples of evidence of achievement of the Graduate Teacher Standards

Observations and discussions

- ST's lesson observation notes with ITE student's reflection
- post-observation meeting and discussion notes
- observations of a variety of ITE student's practice/requirements
- observed classroom behaviours/expectations
- use of a range of strategies to manage classroom behaviour
- ITE student's reflection on observed lessons
- observation of adapting lesson plan and teaching strategies to meet the individual needs of students
- observation that reveals knowledge and understanding of the content of the relevant teaching area.

Curriculum planning documents

- annotated individual ITE student's plans
- lesson plans and/or sequences of lessons
- resources, tasks and activities developed and used
- homework tasks set
- use of models of learning to develop teaching and learning programs and activities
- evidence of differentiated learning within lesson plans.

Assessment and student learning

- evidence of feedback meetings/interviews with students regarding directed learning goals
- ITE student's records of student data
- annotated notes or samples of assessment tools/tests/strategies/conversations
- documentation of student(s) learning
- student-directed learning goals
- mapping of student learning.

Feedback received and given

- notes on outcomes from feedback meetings/interviews with students regarding directed learning goals
- annotated record of feedback given to students
- teacher record-keeping system
- meeting logs
- formal and informal communication with parent/carers
- student reflections and feedback.

ITE student's reflections

- analysis and evaluation of teaching and learning plans and/or unit/lesson plans
- analysis of effectiveness of assessment tools/strategies
- audit of the physical classroom environment/classroom layout modification
- evidence of professional reading and reflection
- reflection on student learning and needs
- videoing of own practice.

Collaboration and professional learning

- team teaching evidence
- sharing of resources
- collaborative planning and preparation
- participation in assessment moderation activities
- review of and reflection on professional learning undertaken
- action research project
- membership of professional association
- presentations prepared and delivered
- evidence of involvement in extracurricular activities
- evidence of work with external professionals and community representatives.

Graduate Teaching Standards Evidence Guide to Support Professional Experience

	Graduate Teacher Standard descriptor	Practices that demonstrate the teacher education student's engagement with the standard during an early PEX placement may include any of:	Practices that demonstrate achievement of the standard by the final PEX placement may include any of:
1	Know students and how they learn	The ITE student	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	• seeks knowledge of students' specific physical, social and intellectual learning needs in an appropriate manner • identifies achievable learning goals for students • demonstrates a developing awareness of differences in students' learning styles and needs • responds to differences in students' learning styles and needs through approaches to lesson planning and teaching.	• identifies students' specific physical, social and intellectual learning needs • communicates and interacts in ways appropriate to students' development stages • makes modifications to delivery depending on students' physical, social and intellectual development • considers and makes modifications to the learning environment depending on physical, social and intellectual development • uses a variety of resources to account for the learning style and needs of students • plans differentiated work for students (modified and extension).
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	• identifies current research into how students learn and the implications for teaching.	• applies knowledge of current research to inform teaching strategies • applies knowledge of research on how students' skills, interests and prior achievements affect learning.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	• shows an awareness of the need to differentiate teaching strategies based on student diversity • is aware that schools have programs and policies relating to inclusivity • begins to incorporate global issues into lessons and unit planning • displays cultural sensitivity.	• uses effective questioning or other techniques to engage students from diverse backgrounds • plans for and respects the diversity of all students within the classroom • uses culturally sensitive resources, language and strategies in teaching practice • presents controversial issues in a sensitive manner • encourages students to express and explore their values and attitudes in a sensitive manner.

	Know students and how they learn	The ITE student	
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	acknowledges and is respectful of diversity in students of Aboriginal and Torres Strait Islander backgrounds.	- selects strategies to provide for relevant experiences appropriate to students from Aboriginal and Torres Strait Islander backgrounds, aiming for engagement and significance - integrates culturally sensitive resources, language and strategies in teaching practice
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	- is aware of the need to differentiate teaching to meet the different learning needs of all students - develops lessons that meet the different needs of all students.	- develops teaching and learning programs and/or lesson plans with a variety of teaching and learning activities and resources that link to syllabus outcomes/objectives, and which meet the specific learning needs of students across the full range of abilities - develops teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and groups of students - develops teaching activities resulting from collaborative planning or consultation with specialist student support staff.
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	- is aware of and discusses disability legislative requirements - discusses how the learning needs of students with different disabilities could be met - seeks advice and support from appropriate personnel to develop lessons that support the learning of students with different disabilities - complies with disability legislative requirements - encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities.	- seeks advice and support from appropriate personnel in developing and implementing effective teaching/learning strategies that aim to meet students' diverse learning needs - develops a sequence of learning experiences that support the learning of all students with a disability - complies with disability legislative requirements - encourages a respectful and collegial classroom environment where all students are valued and provided with equitable access to learning opportunities.

2	Know the content and how to teach it	The ITE student	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	- clearly articulates and accurately explains the content of the lesson - accurately answers content-related questions from students - explores teaching and learning strategies that link to syllabus outcomes/objectives that are suitable for the learning context.	- prepares teaching and learning programs and/or lesson plans with a variety of teaching and learning strategies (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives - demonstrates appropriate knowledge of the central concepts of subject(s) through lesson planning, explanation and linking of content and outcomes to syllabus documents.
2.2.1	Organise content into an effective learning and teaching sequence.	- plans individual lessons clearly and logically - demonstrates a developing ability to deliver content within a coherent, well-sequenced teaching and learning program.	- develops and delivers logical lesson sequences that reflect curriculum requirements and are constructed to develop understanding of content - selects teaching strategies to provide for relevant and engaging learning experiences appropriate to a range of students.
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	- uses the school program as a basis for designing effective lesson plans and assessment of learning - accesses information about curriculum documents and other resources and designs learning sequences and lesson plans accordingly.	- designs assessments which show clear links to the teaching and learning program and reporting cycle - develops assessment activities, criteria and marking rubrics that illustrate how assessment relates to curriculum and learning outcomes.
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	acknowledges, and is respectful of, Aboriginal and Torres Strait Islander students and their heritage, demonstrating this in approaches to teaching, learning and student interactions.	chooses content and learning activities that demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	- uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy achievement - uses professional dialogue about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' numeracy achievement.	- develops lesson plans, observation notes and discussion about lesson content and structure that show the teacher education student's knowledge, understanding and/or teaching strategies to support students' literacy and/or numeracy achievement - works collaboratively, when given the opportunity, with support teachers, such as EAL/D teachers, to meet students' literacy and/or numeracy needs.

2	Know the content and how to teach it	The ITE student	
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	• develops teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful • can incorporate ICT resources into lessons to enhance students' learning.	• develops teaching and learning lesson plans/programs that link to syllabus outcomes/objectives taking into account available resources, with a broader variety of ICT teaching and learning activities (e.g. project-based learning, web-based research, Web 2.0 tools, subject/KLA/stage appropriate software).

3	Plan for and implement effective teaching and learning	The ITE student	
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	- identifies clear and appropriate learning goals with respect to syllabus documentation and specific learning needs - reflects on and seeks feedback from their supervising teacher on the effectiveness of learning goals in providing achievable challenges for students.	- prepares/plans appropriate learning goals with respect to syllabus documentation and specific learning needs and/or varying abilities - differentiates curriculum in lesson plans - knows when students have or have not attained a learning goal.
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	- writes lesson plans detailing objectives/outcomes, content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher - seeks to match learning outcomes, content and teaching strategies to class level in consultation with the supervising teacher - reflects with their supervising teacher on lesson planning and student learning - begins to assign appropriate time/weighting to achieve learning outcomes and lesson plans - considers the supervising teacher's feedback in relation to content and student management to plan future student learning.	- implements lesson plans detailing objectives and outcomes, specifying content, pedagogy and assessment, as well as sequencing in consultation with the supervising teacher - utilises the host school's scope and sequences and content overviews to plan appropriate lessons - reflects with their supervising teacher on lesson/unit delivery to enhance student learning - draws upon previous lesson delivery to plan and implement relevant, engaging and significant learning experiences - considers the supervising teacher's feedback in relation to content and student management to plan future learning.
3.3.1	Include a range of teaching strategies.	- plans and incorporates a range of teaching strategies - includes a basic range of teaching strategies.	- draws upon learnt pedagogical knowledge to adapt, improvise and inform the teaching of content and outcomes, as well as class management - demonstrates the ability to plan and incorporate a range of teaching strategies - includes an extended range of teaching strategies.

3	Plan for and implement effective teaching and learning	The ITE student	
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	• shows knowledge of a range of appropriate and engaging materials and resources and a capacity to incorporate these into teaching practice to enhance students' learning • uses current and relevant resources in consultation with their supervising teacher to ensure accurate content is presented in lessons • selects current and relevant teaching resources to improve • lesson/unit planning in consultation with the supervising teacher.	• uses a range of appropriate and engaging materials and resources and demonstrates the capacity to incorporate these into teaching practice • uses a variety of technologies to engage students • uses resources appropriate to student developmental levels and manages resources professionally • accesses and uses curriculum support materials effectively.
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	• uses effective oral and written communication skills, including the promotion of standard Australian English • implements the use of vocabulary and metalanguage to develop conceptual understanding • employs a range of questioning techniques such as open/closed questioning • begins to acknowledge and develop student responses in an inclusive manner • develops voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • demonstrates and models non- verbal forms of communication, in • consultation with the supervising teacher.	• uses effective oral and written communication skills, including the promotion of standard Australian English • effectively uses vocabulary and metalanguage to develop conceptual understanding • employs a range of questioning techniques such as open/closed questioning to elicit prior understanding • acknowledges and logically develops student responses in an inclusive manner • uses voice effectively with respect to tone, pitch, strength, speed and confidence, for the students' level or stage • demonstrates effective use of non- verbal forms of communication, such as teacher presence, pausing, circulating throughout the environment, eye contact and varying gestures, for student engagement and management.

3	Plan for and implement effective teaching and learning	The ITE student	
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	• Shows understanding & achievement of outcomes as demonstrated through appropriately linked assessment or data (e.g.: observational data) • develops a range of strategies to cater for the diverse range of learners within the class • accesses assessment criteria in consultation with the supervising teacher • reflects on lessons to inform future planning & improve pedagogy • describes broad strategies that can be used to evaluate teaching to improve student learning.	• ensures assessment is an integral part of the teaching and learning cycle and that lesson planning indicates appropriate links between outcomes and assessment • employs a range of strategies to assess student achievement and participation, catering for the diverse range of learners within the class • informs students by accessing and deconstructing explicit quality criteria for assessment • reflects on lesson to inform future planning and improve pedagogy • demonstrates a broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7.1	Describe a broad range of strategies for involving parents/carers in the educative process.	• communicates effectively with parents/carers in the classroom • consults with supervising teacher to understand school/home connections (e.g. school homework policy) • in consultation with the supervising teacher, draws on established school partnerships and local resources to enhance learning significance • explores established structures in the school to encourage parents/carers to be involved in school or classroom activities • acts professionally, and with appropriate confidentiality, when communicating with parents/carers • describes strategies for involving parents/carers in the educative process.	• encourages parents/carers to visit the classroom and school • interacts professionally and respectfully with parents/carers • connects school learning to the home context • draws on resources within the community to enhance lesson/unit content • promotes established structures in the school to encourage parents/carers to be involved in school or classroom activities • acts professionally, and with the appropriate confidentiality, when communicating with parents/carers • describes strategies for involving parents/carers in the educative process.

4	Create and maintain supportive and safe learning environments	The ITE student	
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	- discusses strategies with the classroom teacher - communicates value and respect for students as individuals and learners - trials and reflects upon the success of strategies to support student engagement.	- contributes to an inclusive classroom where all students are acknowledged as individuals - models an enthusiastic and positive attitude towards teaching and learning - demonstrates effective strategies for engaging students.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	- has learnt and uses students' names - records observations and discusses classroom routines - records observations and discusses techniques that teachers use to support student time spent on learning tasks - trials and reflects upon the implementation of classroom management strategies.	- employs classroom routines consistently to maximise student learning - plans and delivers lessons that are timed and sequenced to meet the needs of the students - delivers lessons that articulate clear directions, that have been well prepared and resourced and are responsive to student learning goals/outcomes.
4.3.1	Demonstrate knowledge of practical approaches to manage challenging behaviour.	- remains calm and fair - discusses student management techniques that are appropriate and consistently applied - discusses possible strategies to be employed to improve classroom management and is keen to trial different approaches - understands the need to establish and work within an identifiable welfare/classroom management system.	- plans engaging learning activities that motivate and engage students - demonstrates an understanding of situations that trigger challenging behaviour - applies student management techniques that are fair, appropriate and consistent - handles challenging behaviour quickly, fairly and respectfully, applying judgement based on the context - demonstrates a range of strategies to refocus students.

4	Create and maintain supportive and safe learning environments	The ITE student	
4.4.1	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	- discusses specific requirements for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection - trials and reflects upon practices for student well-being after discussion with the supervising teacher.	- discusses and follows specific requirements, including planning that supports school policies for ensuring student safety, including positive welfare policies, risk management, code of conduct, WHS, duty of care, child protection - demonstrates the management of student behaviour and safety in accordance with mandatory policies.
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	discusses strategies which promote safe, responsible and ethical use of ICT in teaching and learning (e.g. awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and copyright law).	- designs lessons that include explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in teaching and learning - produces assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and copyright law - responds appropriately when there is evidence of unethical student use of ICT.

5	Assess, provide feedback and report on student learning	The ITE student	
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	• trials and reflects upon a variety of assessment strategies after consultation with the supervising teacher • records and uses assessment information informally (e.g., observations of student learning and/or work samples) to monitor student learning.	• designs and delivers a wide variety of formative and summative assessment activities to formally monitor student learning • analyses student work samples to recognise diagnostic information to be used and how it informs differentiation and future assessment strategies and tasks.
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	• gives constructive and purposeful feedback to students about their learning progress • provides appropriate encouragement to students.	• builds appropriate reinforcement and feedback into lesson plans • gives timely, balanced and targeted feedback to enhance student performance and provides direction for future learning (goal setting).
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	• collaborates in producing assessment plans, tasks, marking criteria and marking rubrics • develops from their supervising teacher an understanding about school or system assessment and moderation policies.	• understands the process of moderation and the principle of ensuring consistent teacher judgement • produces assessment plans, tasks, marking criteria and marking rubrics that demonstrate the school or system policy for the moderation of assessment activities • collects student work samples showing assessment feedback that demonstrates the school or system policy for the moderation of assessment activities.
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	• considers the types of evidence required to effectively evaluate student learning • reflects upon ways of modifying teaching practice because of assessment data after consultation with the supervising teacher.	• bases lesson reflections on the evidence gathered through assessment tasks • explains how assessment data has been applied to their planning and teaching practice.

5	Assess, provide feedback and report on student learning	The ITE student	
5.5.1	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	• discusses student achievement with the supervising teacher • is familiar with the school's reporting procedures and policies.	• demonstrates an effective approach to collecting, organising and storing assessment data consistent with school policies and procedures • employs a variety of methods to record evidence gathered through assessment activities.

6	Engage in professional learning	The ITE student	
6.1.1	Demonstrate an understanding of the role of the <i>Australian Professional Standards for Teachers</i> in identifying professional learning needs.	• is familiar with the <i>Australian Professional Standards for Teachers</i> and how they frame teaching practice • engages in self-reflection about aspects of professional knowledge, practice and engagement • identifies personal learning goals in relation to the standards.	• develops a professional portfolio of evidence supporting claims against each of the <i>Australian Professional Standards for Teachers</i> at Graduate level • identifies personal learning goals in relation to the standards.
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	• seeks opportunity within the school for professional learning through discussions with staff • attends professional meetings.	• contributes to staff and curriculum meetings where appropriate • participates in professional teams.
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	• sets short-term teaching goals in discussion with their supervising teacher • receives constructive feedback in a positive and professional manner • acts promptly in applying feedback to improve teaching practices.	• receives constructive feedback in a positive and professional manner, and acts upon it promptly • sets realistic short- and long-term goals with their supervising teacher • realistically analyses the extent to which they have achieved their learning goals.
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	• participates in discussions about the benefits of ongoing professional learning and collegial sharing of knowledge and resources • reflects on own teaching and seeks advice on ways to develop professionally and improve performance.	• engages innovatively within the limits of their responsibilities and capabilities • demonstrates a commitment to teaching and to continuous improvement of their practice • recognises that teachers are agents of their own professional learning • reflects on own teaching and seeks advice on ways to develop professionally and improve performance.

7	Engage professionally with colleagues, parents/carers and the community	The ITE student	
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	- behaves ethically and respects the confidentiality of student and school information - communicates effectively and interacts professionally with colleagues - reflects on personal and professional ethical practice.	- demonstrates knowledge of the relevant codes of ethics that underpin their educational context - reflects critically on personal and professional practice - communicates effectively & interacts professionally with colleagues.
7.2.1	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	- seeks out and discusses evacuation procedures and WHS, and the school and system discipline and welfare policies - describes relevant legislative, administrative, and organisational policies and processes.	- complies with relevant legislative, administrative, organisational, and professional requirements such as child protection, duty of care, etc. - demonstrates an understanding of evacuation procedures, WHS and the school and system discipline and welfare policies.
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	- employs appropriate and respectful professional communication with school staff, visitors, parents, and carers - describes strategies for working effectively with parents/carers.	- Establishes respectful collaborative relationships using appropriate language, tone, and body language - Uses appropriate language, written and oral, that is sensitive to the backgrounds and needs of students, families, and parents/carers - Describes strategies for working effectively with parents/carers.
7.4.1	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	- shows willingness to participate with school staff in a range of activities - describes how external professionals and community representatives can help to enhance teachers' knowledge and practice.	- shows willingness to participate with school staff, external professionals and community representatives in a range of activities and programs - demonstrates awareness of appropriate professional organisations and how they can contribute to professional development.