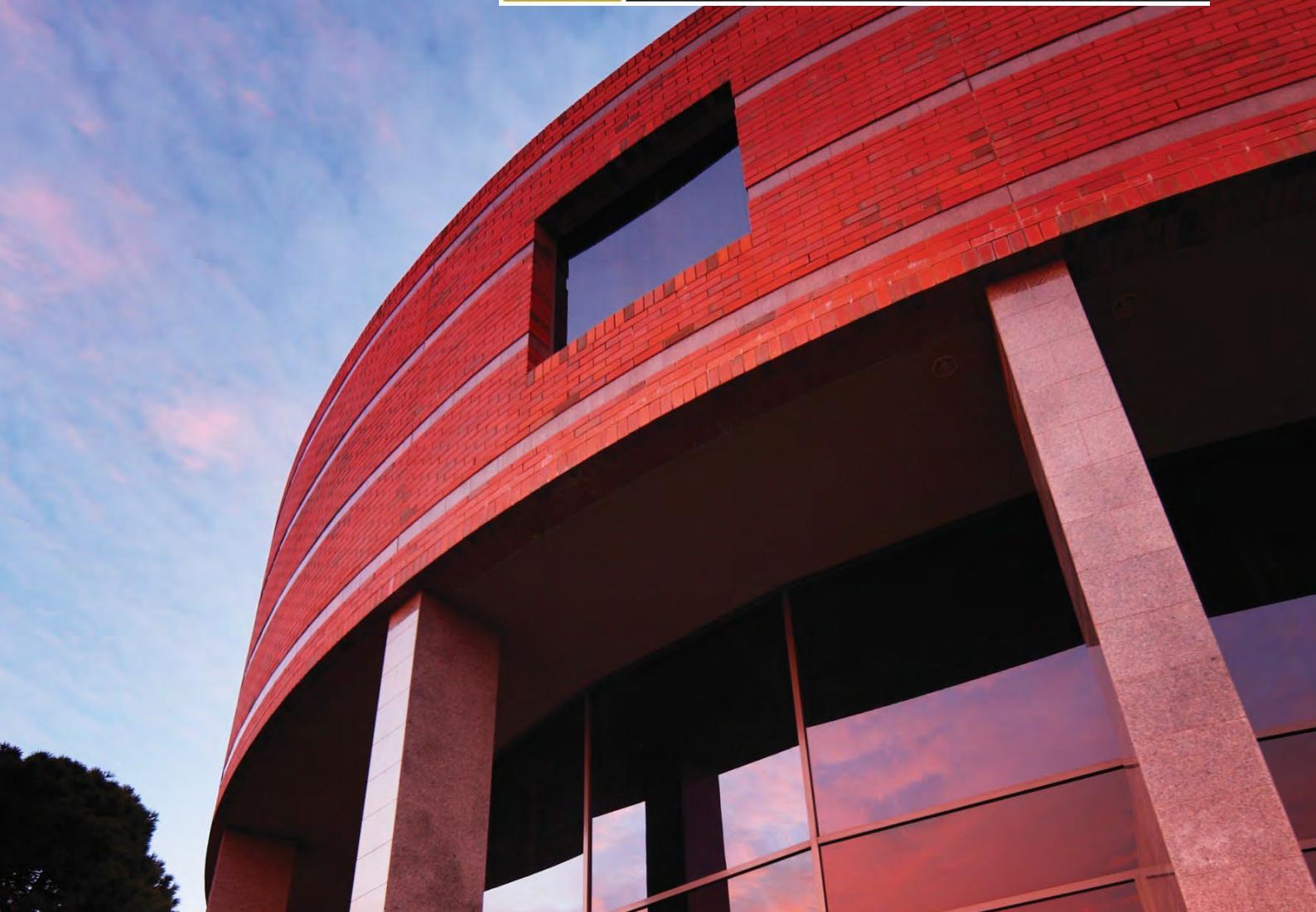




Curtin University



Professional Experience Handbook

Bachelor of Education (Secondary Education)

PE1: Professional Experience 1

PE2: Professional Experience 2

PE 3: Using Data to Inform Teaching and Learning

PE 4: The Internship

Curtin Perth & Curtin OUA 2026 (v1)

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Professional Experience Staff Contact Details

Curtin Professional Experience Team

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

Email: Professional.Experience@curtin.edu.au

Unit Coordinator

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

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

Course Coordinator

Queries and/or support related to overall course progression and appeals.

Email: CCBEdSecondary@curtin.edu.au

Professional Experience Websites

[Curtin Perth's Professional Experience website can be accessed via this link.](#)

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

Additional Support for Pre-Service Teachers

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

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

- [Indigenous student support](#)
- [International student support](#)
- [LGBTIQ+ student support](#)

Welcome to Professional Experience at Curtin University

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

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

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

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

Who Should Read This Handbook

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

- Curtin Perth students enrolled in Bachelor of Education (Secondary Education) course
- Curtin Open Universities Australia (OUA) students enrolled in Bachelor of Education (Secondary Education) course
- Mentor teachers
- Supervisors
- School Placement Coordinators
- School Principals

Program Overview

The Bachelor of Education (Secondary) Professional Experience Program

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

To pass a Professional Experience unit, both the theory and Professional Experience components of the unit must be passed. Success in Professional Experience placements is a fundamental part of the pre-service teacher's professional development and is a condition for course graduation. The Professional Experience placements also provide opportunities for our pre-service teachers to progress in their development of, and gather evidence against, each of the Australian Professional Standards for Graduate Teachers.

Table 1 provides a summary of the timing, length of placement, and the general location within the course for the four Professional Experience placements.

Table 1
Summary of Professional Experience Placements for the Bachelor of Education (Secondary) Course

Course year	Unit	Unit theme	Length of placement	Supervision visits
1	Professional Experience 1:	Observing and Orientation to Teaching	2 weeks	0
2	Professional Experience 2:	Planning and Implementing Teaching Practice	3 weeks	1
3	Professional Experience 3:	Using Data to Inform Teaching and Learning	3 weeks	1
4	Professional Experience 4: The Internship	Demonstration of meeting the Graduate Teacher Standards	Whole school term + 2 full days prior	3

Please note:

- All placements are to be conducted in a full-time block mode according to the School of Education placement calendar.
- Permission to do a placement part-time due to CAP considerations or other exceptional circumstances (at a minimum of three days a week) will be considered on a case by case basis. Please see the *Assessment and Student Progression*

Manual (point 2.8 table, pp. 26-27) for extenuating circumstances request reasons and expectations for supporting documentation.

- Professional Experience units must be undertaken in sequence and successfully passed to graduate from this initial teacher education course.
- Professional Experience placements must generally be undertaken according to the dates in the placement calendars.
- Professional Experience placements undertaken in a learning environment where pre-service teachers have existing relationships, including environments where they have worked, have family members, or have previously undertaken a placement must be approved by the Professional Experience Team and will require a special permission application.

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

Professional Experience Responsibilities

Inherent Requirements

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

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

Attendance

Pre-service teachers are required to attend all placement days. When on placement, pre-service teachers are to arrive at the placement site at least 30 minutes before school starts, or at a time negotiated with the mentor teacher. Pre-service teachers on placement are required to attend the site for a full 'school/work' day which can include before and after

allocated start and finish times, staff meetings, and professional learning opportunities.

Absences

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

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

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

Pre-service Teacher Steps if Absent From Placement:

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

Staff Professional Development Days/Pupil Free Days

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

DOTT Allocation

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

Pre-Visits

The pre-service teacher is expected to undertake two pre-visit days at the educational environment prior to the commencement of the Professional Experience 4 only. The purpose of these visits is to discuss Professional Experience requirements with the mentor teacher and to observe the class and routines. If possible, a broad outline of potential lessons should be given to the pre-service teacher so that planning can begin. Where possible, lessons taught by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas.

Supervision Visits

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

Code of Dress

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

Workplace Health and Safety

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

All Curtin staff and students are covered by the University's insurance policies for approved fieldwork activities. These insurances may include Student Personal Accident, Public Liability, and Professional Indemnity. More information can be found at [Risk, Compliance and Audit](#) and [3 Checks for Safety](#).

Accident/Incident Reporting

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

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

Duty of Care

The mentor teacher retains legal responsibility for their classroom students' physical and intellectual wellbeing at all times. This duty of care is non-delegable; therefore, the pre-service teacher cannot be employed as a relief teacher, substitute teacher, or supply teacher while undertaking a professional experience placement.

Conflicts of Interest

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

Pre-Service Teaching File

Pre-service teachers must maintain a teaching file (digital or hardcopy) as a comprehensive record of the activities and lessons undertaken during Professional Experience placements. This file should be available to the supervisor and mentor on request. The file should:

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

The teaching file must contain the following:

- Department of Education National Police History Check and Working with Children Card clearances relevant to the State in which the Professional Experience is being undertaken.
- Curtin Code of Conduct and Insurance Policy Forms.
- Professional Experience Handbook and requirements for the placement, for example those provided in the preparation resources.
- Lesson plans and/or daily work plans undertaken by the pre-service teacher. Plans should indicate the learning area, the group, and the date, and be filed in the order in which they were undertaken, even when categorised into learning areas.
- Assessment records.

- Evidence of any professional learning and extra-curricular activities undertaken.
- Self-reflective comments, together with written comments from the mentor and supervisor.

Pre-Service Resource File

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

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

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

Roles and Responsibilities

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

Professional Experience Coordinator

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

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

Mentor/Classroom Teacher

- Always accompanies the pre-service teacher when students are present; pre-service

teachers cannot be left unattended with the students and cannot assume duty of care.

- Complete the AITSL Supervising Pre-service Teacher Program professional learning accessed at <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers> (preferred but not compulsory).
- Induct the pre-service teacher into the learning environment and articulate learning environment practices and routines.
- Facilitate the placement as per the guidelines for the relevant placement as detailed in this Handbook.
- Review and provide feedback on lesson plans.
- Provide timely written post-lesson feedback that is constructive. Please use the Feedback Comments form that can be accessed via the link under Useful and Important Links at the back of this Handbook to provide feedback to the pre-service teacher.
- Provide constructive feedback on the pre-service teacher's practice against the Graduate Teacher Standards. Please see the back of this Handbook for an [Evidence Guide to the Standards](#).
- View the pre-service teacher's Professional Experience teaching and resource files and comment on their quality and/or make suggestions of how they could be improved.
- Discuss the pre-service teacher's progress with the supervisor.
- Alert and discuss with the supervisor if the pre-service teacher is At Risk of failing the Professional Experience placement (see [Students At Risk](#)).
- Complete and sign the assessment form/s on Sonia and discuss with the pre-service teacher (see [Reporting and Assessment](#)).

Supervisor

- Complete the AITSL Supervising Pre-service Teacher Program professional learning accessed at <https://www.aitsl.edu.au/tools-resources/resource/supervising-pre-service-teachers> or an equivalent professional learning program.
- Formally visit the pre-service teacher (see [Table 1](#) for the required number of supervision visits) and observe them teaching a lesson/s.
- Provide written and verbal feedback on the lesson/s to the pre-service teacher.
- Provide a copy of the written feedback to the pre-service teacher.
- Discuss the pre-service teacher's progress with the mentor teacher.
- View the pre-service teacher's Professional Experience teaching and resource files and comment on their quality and/or make suggestions of how they could be improved.
- Complete and sign the assessment form/s on Sonia and discuss with the pre-service

teacher (see [Reporting and Assessment](#)).

- Discuss with the mentor if a student is deemed to be At Risk of failing the Professional Experience placement (see [Students At Risk](#)).

Curtin Pre-Service Teacher

- Contact the school prior to your placement commencing.
- Undertake the required number of pre-visit days.
- Undertake the Professional Experience placement as outlined and required in accordance with the Code of Conduct and relevant policies and legislations.
- **Ensure you discuss your final assessment with your mentor teacher and complete the self-reflection on the mentor final assessment report in Sonia or PE1-3.**
- **Acknowledge the mentor and supervisor assessment reports on Sonia to acknowledge the reports have been read.**
- At all times assume the professional persona of an educator/teacher, accepting the constraints of punctuality, co-operation with staff, and concern for students' welfare.
- Contact your supervisor as soon as possible (PE2-4 only), and ensure you send them a copy of your teaching timetable and preferred lesson/s for observation. Maintain contact with your supervisor throughout the placement.
- Thoroughly read this Professional Experience Handbook and understand your observation and teaching requirements, AND the assessment information against which you will be graded.
- Thoroughly read through all relevant documentation including school occupational health and safety policies and procedures and Curtin fieldwork policies and procedures.
- Make time to plan with your mentor teacher.
- **Provide your mentor teacher with your learning experience/lesson plans at least 24 hours prior to teaching the lesson.**
 - For example, if you are teaching a lesson at 9:00 am on a Monday, the lesson plans need to be submitted to the mentor teacher before 9:00 am on the previous Friday. Similarly, if you are teaching a lesson at 9:00 am on Tuesday, the lesson plans need to be submitted to the mentor teacher no later than 9:00 am on Monday.
 - Please do not email mentor teachers late at night; preferably email mentor teachers no later than 6 pm on any day and try to avoid emailing on the weekends.
 - If lesson plans are not submitted at least 24 hours prior to teaching the planned lesson, the mentor teacher may choose to prevent you from teaching the lesson/s due to being unprepared.
- Attend and participate in as many extra-curricular activities as possible, including staff

- meetings and professional development opportunities.
- Seek, listen to, read, and respond to all feedback and advice in an appropriate and professional manner.

Reporting and Assessment

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

Electronic Forms

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

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

Please complete the assessment form/s prior to the conclusion of the Professional Experience placement to ensure the pre-service teacher's course progression is not delayed.

General Assessment Information

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

The Professional Experience assessment forms are based on the

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

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

- punctuality
- personal presentation

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

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

Pre-service teachers are graded as Pass or Fail for Professional Experience placements 1-3. To pass the Professional Experience placement, a pass must be awarded by both the mentor/classroom teacher (PE 1-4) and supervisor (PE 2, 3, and 4). After discussing the final assessment, the pre-service teacher must complete a self-reflection as part of the mentor assessment form; mentors do not need to assist pre-service teachers with their self-reflection. The assessment forms include a number of areas in which the pre-service teacher is expected to develop during the placement. In addition, the pre-service teacher should complete a self-assessment form that will be used as part of the final discussion. Still requiring development in a few areas does not preclude awarding an overall grade of Pass for the placement assessment.

Each pre-service teacher will be assessed against aspects of the Australian Professional Standards for Teachers at the **Graduate** career stage, and their focus areas will be awarded a **Competent** or **Not Yet Competent** rating along with a general comment for each Standard. It is expected that pre-service teachers will be able to show some progress in each of the Standards. If the pre-service teacher does not have an opportunity to demonstrate a Standard focus area for the Professional Experience completed, an explanation should be provided in the appropriate comment section.

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

Assessment for Professional Experience 1

At the conclusion of the placement, the mentor teacher needs to complete the relevant assessment form.

The mentor teacher and the pre-service teacher must complete the *Professional Experience 1 Assessment Form* and participate in discussions that include feedback from the mentor teacher and self-reflection by the pre-service teacher. As this is the first Professional Experience, particular standards and sub-standards will be focused on and assessed as "not yet competent", "competent" or "highly competent". Table 2 is a copy of the rubric the mentor teacher and pre-service teacher need to complete for Professional Experience 1. Selections

made within this form correspond to a grade score (1, 2, or 3) shown at the top of each column. These scores are combined to determine an overall grade. Please note that core competency standards are shaded red, and when graded as *not yet competent* by the mentor teacher, the pre-service teacher will receive an automatic fail grade for the placement.

Table 2
Assessment Rubric for Secondary Professional Experience 1 Placement

Note: This is a copy of the digital rubric that is to be filled out electronically in Sonia.

AITSL standard & descriptor	1 (not yet competent)	2 (competent)	3 (highly competent)
Focus area 3.5 Use effective classroom communication			
Uses a range of verbal communication strategies with students (greetings, using student names, private dialogue, feedback)			
Uses a range of non-verbal communication strategies with students (gestures, body-language, eye-contact)			
Focus area 7.1 Meet professional ethics and responsibilities			
Works and communicates in a respectful manner with professional others			
Works in a cooperative manner with professional others			
Accepts and responds to advice from mentor in a positive manner			
Fosters positive, professional relationships and respect for all students			
Displays initiative in the learning environment			
Maintains a professional standard in conduct, dress, presentation, punctuality and reliability			
Focus area 7.2 Comply with legislative, administrative and organisational requirements			
Comply with school policies			
Participates with Mentor Teacher in professional duties as required			
Complying with privacy and confidentiality requirements			
Organises Professional Practice documentation appropriately			

Assessment for Professional Experience 2

The mentor teacher, supervisor and the pre-service teacher are required to complete the *Professional Experience 2 Assessment Form* and to participate in discussion that includes feedback from the mentor and supervisor and self-reflection by the pre-service teacher. As this is the second PE experience this will be extended from PE 1, and an interim assessment will be required regarding the pre-service teacher's professional conduct. In the final assessment, specific standards and sub-standards will be still focused on and assessed as "not yet competent", "competent" or "highly competent". Table 3 is a copy of the rubric the

mentor teacher and pre-service teacher need to complete for Professional Experience 2. Selections made within this form correspond to a grade score (1, 2, or 3) shown at the top of each column. These scores are combined to determine an overall grade. Please note that if any standard with red shading is graded as *not yet competent* by the mentor teacher or the supervisor, the pre-service teacher will receive an automatic fail grade for the placement.

Table 3
Assessment Rubric for Secondary Professional Experience 2 Placement

Note: This is a copy of the digital rubric that is to be filled out electronically in Sonia.

AITSL standard & descriptor	1 (not yet competent)	2 (competent)	3 (highly competent)
Focus area 1.1, 1.2, 1.3, 1.4 Know students and how they learn			
Adapt learning experiences that may respond to the physical, social and intellectual needs of students			
Uses teaching strategies that may be responsive to the cultural, linguistic, religious and socioeconomic backgrounds of students			
Uses strategies that may be responsive to the needs of Aboriginal and Torres Strait Islander students as appropriate			
Uses developmentally appropriate teaching strategies			
Focus area 2.1, 2.2, 2.6 Know the content and how to teach it			
Applies proficient content knowledge and concepts to structure teaching and learning			
Organises sequencing within a lesson including content and structure			
Implements ICT to expand learning opportunities for students as appropriate and where possible			
Focus area 3.1, 3.2, 3.3, 3.4, 3.5 Plan for and implement effective teaching and learning			
Sets progressive performance-based goals that consider student characteristics and abilities			
Structures 2 lesson plans and content in a sequential manner			
Engages students by using a range of appropriate teaching strategies			
Engages students by using a range of appropriate resources including, but not limited to ICT as appropriate and where possible			
Uses a range of verbal communication strategies with students (greetings, using student names, private dialogue, feedback, call to attention/signal to start, effective transitions, effective whole class instruction - tone, projection, modulation)			
Uses a range of non-verbal communication strategies with students (gestures, body-language, eye-contact)			
Focus area 4.1, 4.2, 4.3, 4.4, 4.5 Create and maintain supportive and safe learning environments			

Aims to create a safe and inclusive learning environment			
Organises learning resources and physical space prior to lesson			
Demonstrates time management of lessons in line with a plan to complete an introduction, development, conclusion			
Gives clear and appropriate directions			
Maintains routines and procedures that guide student behaviour as per site requirements			
Responds appropriately to on task behaviours			
Responds appropriately to off task behaviours with support from mentor for more challenging behaviours and in line with PST level of experience			
Supports student well-being and safety in line with site policies and with support from mentor for more challenging situations in line with PST level of experience			
Focus area 7.1 Meet professional ethics and responsibilities			
Works and communicates in a respectful manner with professional others			
Works in a cooperative manner with professional others			
Accepts and responds to advice from mentor in a positive manner			
Fosters positive, professional relationships and respect for all students			
Displays initiative in the learning environment			
Maintains a professional standard in conduct, dress, presentation, punctuality and reliability			
Focus area 7.2 Comply with legislative, administrative and organisational requirements			
Comply with school policies			
Participates with Mentor Teacher in professional duties as required			
Complying with privacy and confidentiality requirements			
Organises Professional Practice documentation appropriately			

Assessment for Professional Experience 3

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

Assessment for Professional Experience 4

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

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

Professional Experience 4 Assessment Information for Mentor/Classroom Teachers

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

Mentor Progress Assessment

The mentor teacher is asked to discuss the Progress Assessment with the pre-service teacher and indicate (at the bottom of the Form) if the pre-service teacher **Continues** the placement, or is placed **At Risk**, with substantiating comments if appropriate. Please provide this feedback to the pre-service teacher by week 5 of the full school term placement block. The Assessment should be discussed with the supervisor and pre-service teacher and the pre-service teacher should be provided with their own copy of this form.

The Progress Assessment requires the mentor teacher to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard and its focus area will be rated as **Not Demonstrated**, **Demonstrated**, or **Exceeds Expectations**. Comments on each standard and overall recommendations and commendations are required. Additionally, comments are required against the Professional Experience Code of Conduct (in the *Professionalism* section of the Form). The final rating of '**Intern continues the placement**' or '**At Risk process is applied**', is then awarded.

Mentor Final Assessment

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

The final assessment requires the mentor teacher to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard and its focus area will be rated as **Not Demonstrated**, **Demonstrated**, or **Exceeds Expectations**. Comments on each standard and an overall final comment are required.

Internship Grade

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

exhibiting outstanding teaching skills as a final year student.

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

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

Professional Experience 4 Assessment Information for Supervisors

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

Supervisor Comments and Suggestions Form

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

Supervisor Internship Grade and Assessment Form

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

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

The final assessment requires the supervisor to assess and rate the pre-service teacher against each of the Australian Professional Standards for Teachers at the Graduate career stage. Each standard and its focus area will be rated as **Not Demonstrated**, **Demonstrated**, or **Exceeds Expectations**. Comments on each standard and an overall final comment are required.

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

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

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

Assessment for Graduate Teachers (AfGT)

All pre-service teachers are required to complete a teaching performance assessment. This Curtin University Professional Experience Handbook BEd Secondary

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

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

The AfGT comprises of four elements:

- Element 1: Planning for Learning and Teaching
- Element 2: Analysing Teaching Practice
- Element 3: Assessing for Impact on Student Learning
- Element 4: Expanding Practice

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

Students At Risk of Failing the Placement

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

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

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

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

Steps for At Risk process:

1. Ideally the At Risk procedures should be commenced as soon as issues are identified during a placement.
2. If possible, please contact the pre-service teacher's Unit Coordinator for guidance prior to initiating the At Risk procedure. Where the Unit Coordinator's details are not available on Sonia, please contact the Professional Experience Team (professional.experience@curtin.edu.au) and they will provide the Unit Coordinator's details.
3. Please discuss the student's progress and possibility of being placed At Risk with the student and the supervisor. In some cases, this discussion is enough for the pre-service teacher to improve their practice and the At Risk form is not needed.
4. An At Risk discussion is an opportunity for the pre-service teacher, mentor teacher, and supervisor to discuss progress and expectations, address areas identified for improvement and developmental strategies, and to identify if the placement is to be completed successfully. Please use the [At Risk Part A form available here](#) and under Useful and Important Links at the back of this Handbook to guide this process.
5. The completed At Risk Part A form should be signed by the pre-service teacher, mentor, and supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team (professional.experience@curtin.edu.au).
6. At the end of the 5-day At Risk period, the pre-service teacher, mentor, and supervisor should meet and discuss the aspects set out on the At Risk Part A form. If the pre-service teacher has addressed these successfully, then the placement should continue and the [At Risk Part B form \(available here\)](#) and also under Useful and Important Links at the back of this Handbook should be completed. If the pre-service teacher has failed to address all elements, then the decision can be made to either
 - extend the At Risk period if the pre-service teacher is showing improvement, has met some of the At Risk requirements, and the mentor teacher considers their students' learning is not being compromised (in these cases, please complete another At Risk Part A form with the new dates and forward to the Professional Experience Team)
 - award a fail grade for the placement and the placement is terminated. Please complete the At Risk Part B and forward to the Professional Experience Team (professional.experience@curtin.edu.au).

Placement Termination by Placement Site

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

Please note in some circumstances, a student may receive a fail result for the Professional Experience placement without an At Risk process being evoked and/or undertaken. We do, Curtin University Professional Experience Handbook BEd Secondary

however, encourage mentors and supervisors to enact an At Risk whenever possible to provide the pre-service teacher an opportunity to improve their practices, as long as school students' learning and safety is not compromised.

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

Students Withdrawing From Placement (Self-Termination)

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

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

Assessment Appeals

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

Outline of Professional Experience 1

All placements are considered an assessable component of the Professional Experience unit.

The first Professional Experience for Bachelor of Education (Secondary) pre-service teachers involves a 2-week full-time block period in the first year of the course. This is an annual placement as pre-service teachers will generally, although not always, return to the same school and classroom for the second Professional Experience placement. Pre-service teachers are encouraged to continue to visit and volunteer between placements 1 and 2 to become a part of the school community.

Please note there are no supervisor visits for this placement.

Placement Participation and Teaching Expectations

During the first Professional Experience placement, pre-service teachers are expected to accompany the teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Pre-service teachers are to become aware, through discussion and active observation, of the varied nature of the teacher's role.

Emphasis is on supporting pre-service teachers to relate successfully to students in small groups and on an individual basis, and to integrate the pre-service teachers' studies with practical learning experiences. During this period, pre-service teachers are given the opportunity to demonstrate graduate standards 3.5, 7.1, and 7.2. The emphasis of this first placement is for pre-service teachers to demonstrate vital competencies of professional conduct and communication with students, colleagues and the mentor teacher.

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

- effective professional conduct demonstrating the ability to meet the legal, ethical, legislative and organisational requirements of secondary graduate teachers
- some effective communication skills and working relationships with students and adults
- some effective small group or individual teaching and learning processes through observation, reflection, and interaction, making links between theory and practice
- some skills in supporting the mentor teacher to implement learning experiences appropriate for individuals and small groups
- some skills in observing and reflecting on teaching and learning processes.

Pre-service teachers are encouraged to refer to the Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

It is requested that mentor teachers take every opportunity to discuss with the pre-service teacher the preparation, organisation, and presentation of learning experiences appropriate to the Secondary setting. The pre-service teacher should support the lessons and activities of the mentor teacher, working with individual students and small groups that require extension, support or guidance. The mentor teacher should guide the pre-service teacher in the strategies, methods and approaches that best fit with their class groups.

As much as possible, lessons supported by a pre-service teacher should be linked to allow for purposeful reflection, as opposed to single lessons in a wide range of learning areas. Mentor teachers and pre-service teachers should discuss follow-up learning experiences, post-lesson evaluations, and how to implement any feedback the pre-service teacher has been given.

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

Table 4**Pre-Service Teacher Checklist for Professional Experience 1**

Week	Days	Pre-service Teacher Requirements
1	1	<p>Ensure prompt arrival to school on first day (check time with mentor prior to arrival).</p> <p>Orientate to school and classroom/learning area: overview school policies, parking, key site locations, sign in, evacuation procedures, desk or area to use whilst at school site etc.</p> <p>Complete Observation form 1</p> <p>Discuss with mentor learning area content, cohort groups, identify support where required (individuals or groups).</p>
	2-5	<p>Complete formal lesson observations using the Observation Booklet to support learning: Observation forms 2, 3 & 4</p> <p>Become familiar with all aspects of classroom/learning area routines.</p> <p>Learn student names</p> <p>Assist the mentor teacher when not engaged in other duties.</p> <p>Engage in small group or 1-1 teaching and support.</p>
2	1-5	<p>Complete formal lesson observations using the Observation Booklet to support learning: Observation forms 5, 6, 7, 8, 9, 10, 11 & 12</p> <p>Use student names</p> <p>Assist the mentor teacher when not engaged in other duties.</p> <p>Engage in small group or 1-1 teaching and support.</p> <p>Explore possibility of conducting a short lesson episode by end of week (non-compulsory)</p>

Outline of Professional Experience 2

All placements are considered an assessable component of the Professional Experience unit.

The second Professional Experience is a 3-week block placement undertaken in the second year of the course.

Supervision

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

Placement Participation and Teaching Expectations

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

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

- effective professional conduct demonstrating the ability to meet the legal, ethical, legislative and organisational requirements of secondary graduate teachers
- effective communication skills and working relationships with students and adults
- effective classroom teaching and learning processes through observation, reflection and interaction, making links between theory and practice
- skills in planning, teaching, and evaluation of a variety of learning experiences appropriate for individuals, small groups, and the whole class
- skills in observing and reflecting on teaching and learning processes.

Pre-service teachers are encouraged to refer to their Unit Outline and Blackboard page which include the overall Unit Learning Outcomes.

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

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

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

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

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

Week	Days	Pre-service Teacher Teaching Load Requirements
1	1-5	<input type="checkbox"/> Complete several formal lesson observations using the Observation Booklet to support this learning. <input type="checkbox"/> Become familiar with all aspects of classroom routines. <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
	4 & 5	<input type="checkbox"/> Plan, teach, and evaluate at least 1 lesson before the conclusion of the first week in their major teaching area (see the lesson plan templates available via the link under Useful and Important Links at the back of this Handbook). <input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for all classes taught for weeks 2 and 3. <input type="checkbox"/> Write full lesson plans for week 2 in collaboration with the mentor teacher (using lesson plan templates).
2	All	<input type="checkbox"/> Plan, teach, and evaluate at least 1 lesson per day in their major teaching area. <input type="checkbox"/> Write full lesson plans for week 3 in collaboration with the mentor teacher (using lesson plan templates). <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
3	All	<input type="checkbox"/> Plan, teach, and evaluate 2 lessons per day in their major teaching area.

		<input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
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Placement Assessment

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

Outline of Professional Experience 3

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

Professional Experience 3: Using Data to Inform Teaching and Learning

The third Professional Experience for Bachelor of Education (Secondary) pre-service teachers involves a 3 week full-time block placement. The focus for this Professional Experience is on all aspects of assessment, using data to inform teaching and learning, and the consolidation of planning and teaching skills.

Supervision

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

Placement Participation and Teaching Expectations

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

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

- articulate, examine, reflect, and revise, if necessary, their teaching philosophy;
- demonstrate the collection of evidence against several of the Graduate Standards for Teachers;
- plan, implement, and evaluate an integrated teaching plan reflecting good practice in assessments, using a range of technologies, teaching strategies, and resources;
- interpret the effect of different teaching styles and management practices on the establishment of a positive, engaging, and empowering classroom environment;
- demonstrate the ability to take responsibility for a teaching program within a classroom with gradual and increased complexity.

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

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

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

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

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

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

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

Week	Days	Pre-service Teacher Teaching Load Requirements
1	1-5	<ul style="list-style-type: none"> <input type="checkbox"/> Complete several formal lesson observations (e.g. 4) using the Observation Proforma (available via the link under Useful and Important Links at the back of this Handbook) to support this learning. <input type="checkbox"/> Become familiar with all aspects of classroom routines. <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
	4 & 5	<ul style="list-style-type: none"> <input type="checkbox"/> Plan, teach, and evaluate at least 2 lessons per day in their major teaching area (see lesson plan templates available via the link under Useful and Important Links at the back of this Handbook). <input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for all classes taught for weeks 2 and 3. <input type="checkbox"/> Write full lesson plans for week 2 in collaboration with the mentor teacher (using lesson plan templates).
2	All	<ul style="list-style-type: none"> <input type="checkbox"/> Plan, teach, and evaluate at least 3 lessons per day in their major teaching area. <input type="checkbox"/> Write full lesson plans for week 3 in collaboration with the mentor teacher (using lesson plan templates). <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
3	All	<ul style="list-style-type: none"> <input type="checkbox"/> Plan, teach, and evaluate 3-4 lessons per day in their major teaching area. OR <input type="checkbox"/> Plan, teach, and evaluate up to 3 lessons per day in their major teaching area and 1 lesson per day in their minor teaching area. <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.

Placement Assessment

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

Outline of Professional Experience 4

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

Professional Experience 4: The Internship

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

Please note that the timing and length of school terms differ in each Australian State and Territory and therefore, the internship placement timing and length will differ across different States and Territories. For the Professional Experience 4 placement dates specific to each State and Territory, students are advised to consult the Professional Experience Calendars on the [Curtin Perth website](#) and the [Curtin OUA website](#).

Teaching Performance Assessment

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

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

Pre-Visits

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

The purpose of pre-visits is to discuss Professional Experience requirements with the mentor teacher and to observe classes and routines. If possible, a broad outline of potential lessons should be given to the pre-service teacher so that planning can begin. Where possible, lessons taught by a pre-service teacher should be linked consecutively for purposeful reflection, as opposed to single lessons in a wide range of learning areas.

Supervision

A supervisor will formally visit the pre-service teacher **three times** during the full school term internship placement. It is advised that, where possible, the visits are in weeks 3, 6, and 9 of the school term. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

Pulse Check

If desired, students can request a pulse check with their tutor for extra support during the

placement. The Pulse Check model prioritises checking in with the pre-service teacher (and their mentor(s) if requested) during weeks 3 to 5 of the full school term placement to discuss the pre-service teacher's progression. Students can contact their tutor if they would like to have a pulse check discussion.

Placement Participation and Teaching Expectations

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

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

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

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

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

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

Teaching Loads for the Internship

The internship unit is designed with expectations relating to teaching ratios/loads across the

span of the placement. Pre-service teachers will increase their teaching load each week of the internship. In addition to teaching lessons, it is the intention that the pre-service teacher participates in all aspects of the mentor teacher's normal routines.

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

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

Week	Pre-service Teacher Teaching Load Requirements
1	<ul style="list-style-type: none"> <input type="checkbox"/> Become familiar with all aspects of the classroom routine. <input type="checkbox"/> Complete 3 formal lesson observations using the Observation Proforma (available via the link under Useful and Important Links at the back of this Handbook) to support this learning. <input type="checkbox"/> Plan, teach, and evaluate a minimum of 40% of a full teaching load. The lesson planning documents must be full lesson plans not the Daily Work Pad (see Lesson Plan Template and Daily Work Pad Sample available via the link under Useful and Important Links at the back of this Handbook). <input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for week 2. <input type="checkbox"/> Undertake the AfGT. <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
2 & 3	<ul style="list-style-type: none"> <input type="checkbox"/> Plan, teach, and evaluate a minimum of 60% of a full teaching load. The lesson planning documents must be full lesson plans or the Daily Work Pad if negotiated with and agreed to by the mentor teacher. <input type="checkbox"/> Update student records and monitor students' learning progress. <input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for weeks 3 and 4. <input type="checkbox"/> Undertake the AfGT. <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
4	<ul style="list-style-type: none"> <input type="checkbox"/> Plan, teach, and evaluate a minimum of 70% of a full teaching load. The lesson planning documents must be full lesson plans or the Daily Work Pad if negotiated with and agreed to by the mentor teacher. <input type="checkbox"/> Update student records and monitor students' learning progress. <input type="checkbox"/> Plan with the mentor teacher to prepare a 6 week program overview for week 5 onwards.

	<input type="checkbox"/> Undertake the AfGT. <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
5 to end	<input type="checkbox"/> Assume 80% teaching load and take full responsibility for the class program and lessons. <input type="checkbox"/> The mentor teacher retains duty of care. <input type="checkbox"/> It is still expected that the mentor teacher will provide assistance and feedback during these weeks. <input type="checkbox"/> Complete the AfGT and submit according to the due dates.

Placement Assessment

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

Useful and Important Links

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



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