



Curtin University

Professional Experience Handbook

Graduate Diploma in Education

(Primary Education - School Years 1 to 6)

PE 1: Planning

PE 2: Assessment and Reporting

PE 3: Using Data to Inform Teaching and Learning

Curtin Perth & Curtin OUA 2026 (v2)

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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: CCMTeach-ECEPrimary@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 the Graduate Diploma in Education (Primary Education) course
- Curtin Open Universities Australia (OUA) students enrolled in the Graduate Diploma in Education (Primary Education) course
- Mentor teachers
- Supervisors
- School Placement Coordinators
- School Principals

Program Overview

The Graduate Diploma in Education (Primary Education) Professional Experience Program

The Graduate Diploma in Education (Primary Education) Course has three 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 in school years 1 to 6. 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 Graduate Diploma in Education (Primary Education) Course

Course year	Unit	Unit theme	Length of placement	Supervision visits
1	Professional Experience 1: Planning	Planning	2 weeks	0
1	Professional Experience 2: Assessment and Reporting	Assessment	3 weeks	1
1	Professional Experience 3: Using Data to Inform Teaching and Learning	Using data to inform teaching and learning	4 weeks	2

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 undertaking the Graduate Diploma in Education degree are required to complete a minimum of 45 days of Professional Experience during placements as part of the course. Completion of this requirement supports graduation and eligibility for teacher

registration in Western Australia. Therefore, pre-service teachers within this degree are expected to make up all placement days lost through absenteeism, **including Public Holidays** that fall during the placement.

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 but will need to ensure they still meet the 45 days minimum requirement across all three placements.

Steps if Absent From Placement:

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

Staff Professional Development Days/Pupil Free Days

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

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 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 consecutively for

purposeful reflection, as opposed to single lessons in a wide range of learning areas.

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.

Supervision Visits

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

Code of Dress

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

Workplace Health and Safety

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

All Curtin staff and students are covered by the University's insurance policies for approved fieldwork activities. These insurances may include Student Personal Accident, Public Liability, and Professional Indemnity. More information about Curtin's Legal Requirements can be found on the University's Risk, Compliance & Audit web page.

Accident/Incident Reporting

If Curtin staff or students are involved in an accident at the placement site, or on a site-related activity away from the main placement site, they are required to report the incident as soon as possible, to both the placement site and Curtin University

(professional.experience@curtin.edu.au). If Curtin staff or students are involved in an accident of any kind during fieldwork, a report must be filed in the [University Health and Safety system RISE](#) (RISE requires students to log in to their University OASIS account).

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

Duty of Care

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

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

Conflicts of Interest

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

Pre-Service Teaching File

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

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

The teaching file must contain the following:

- Relevant clearances (see [PE Clearance Information](#) document for correct clearances in your state).
- Curtin Code of Conduct and Insurance Policy Forms.
- Professional Experience Handbook and requirements for the placement, for example those provided in the preparation resources.
- Lesson 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 here](#) (preferred but not compulsory).
- Induct the pre-service teacher into the learning environment and articulate learning environment practices and routines.
- Facilitate the placement as per the guidelines for the relevant placement as detailed in this Handbook.
- Review and provide feedback on lesson plans.
- Provide timely written post-lesson feedback that is constructive. Please use the Feedback Comments form which can be accessed via the link under Useful and Important Links at the back of this Handbook to provide feedback to the 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](#)).
- Confirmation of staff involvement for payment purposes (included in the assessment form).

Supervisor

- Complete the [AITSL Supervising Pre-service teacher Program professional learning](#)

[accessed here](#) or an equivalent professional learning program.

- Formally visit the pre-service teacher (see [Table 1](#) for the required number of supervision visits) and observe them teaching a 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 the failing the Professional Experience placement (see [Students At Risk](#)).

Curtin Pre-Service Teacher

- Contact the school prior to your placement commencing.
- 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 (PE 2 and 3 only), and ensure you send them a copy of your teaching timetable and preferred lesson/s for observation. Maintain contact with your supervisor throughout the placement.
- Thoroughly read this Professional Experience Handbook and understand your observation and teaching requirements, AND the assessment information against which you will be graded.
- Thoroughly read through all relevant documentation including school occupational health and safety policies and procedures and Curtin fieldwork policies and procedures.
- Make time to plan with your mentor teacher.
- **Provide your mentor teacher with your learning experience/lesson plans at least 24 hours prior to teaching the lesson.**
 - For example, if you are teaching a lesson at 9:00 am on a Monday, the lesson

plans need to be submitted to the mentor teacher before 9:00 am on the previous Friday. Similarly, if you are teaching a lesson at 9:00 am on Tuesday, the lesson plans need to be submitted to the mentor teacher no later than 9:00 am on Monday.

- Please do not email mentor teachers late at night; preferably email mentor teachers no later than 6 pm on any day and try to avoid emailing on the weekends.
- If lesson plans are not submitted at least 24 hours prior to teaching the planned lesson, the mentor teacher may choose to prevent you from teaching the lesson/s due to being unprepared.
- Attend and participate in as many extra-curricular activities as possible, including staff meetings and professional development opportunities.
- Seek, listen to, read, and respond to all feedback and advice in an appropriate and professional manner.

Reporting and Assessment

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

Electronic Forms

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

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

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

General Assessment Information

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

The Professional Experience assessment forms are based on the

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

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

- punctuality
- personal presentation
- initiative
- respect for the 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 preservice 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 1-3) and supervisor (PE 2 and 3). After discussing the final assessment, the pre-service teacher must complete a self-reflection as part of the mentor assessment form; mentors do not need to assist pre-service teachers with their self-reflection. The assessment forms include a number of areas in which the pre-service teacher is expected to develop during the placement. Still requiring development in a few areas does not preclude awarding an overall grade of Pass for the placement assessment.

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

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

Assessment for Professional Experience 1

The mentor teacher and the pre-service teacher 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 PE experience particular standards and sub-standards will be focused on and assessed as **Not yet competent**, **Competent** or **Exceeds expectations**.

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

Table 2
Assessment Rubric for Primary Professional Experience 1 Placement

Professional Experience 1 Assessment Rubric			
Graduate Standards	Not yet competent	Competent	Exceeds expectations
1. Know students and how they learn			
Identifies achievable learning goals for students (1.1)			
Demonstrates a developing awareness of differences in students' learning preferences and needs (1.1)			
Displays cultural sensitivity and respect for diversity (1.3)			
Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities (1.6)			
2. Know the content and how to teach it			
Clearly articulates and explains the content of learning experiences (2.1)			
Demonstrates a developing ability to present content in a coherent, well-sequenced learning experience (2.2)			
4. Create and maintain supporting and safe learning environments			
Communicates value and respect for students as individual learners (4.1)			
Builds secure, safe, respectful, supportive, and reciprocal relationships with students (4.1)			
Has learnt and uses students' names (4.2)			
Identifies student needs through observation and discussion (4.3)			
7. Engage professionally with colleagues, parents/carers and the community			
Employs appropriate and respectfully professional communication with school staff, visitors, parents and carers (7.3)			
Mentor teacher comment on the pre-service teacher's professionalism in terms of such aspects as punctuality, engagement, initiative, presentation, respect and participation.			

Mentor teacher conclusion/general comment			
Pre-service teacher's personal reflection on placement			
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	Mentor teacher signature	Date

Assessment for Professional Experience 2

The mentor teacher and the pre-service teacher must complete the *Professional Experience 2 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 second PE experience, this will be extended from PE 1. However, specific Standards and sub-standards will be still focused on and assessed as **Not yet competent**, **Competent** and **Exceeds expectations**.

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

Table 3

Assessment Rubric for Primary Professional Experience 2 Placement

Professional Experience 2 Assessment Rubric			
Graduate Standards	Not yet competent	Competent	Exceeds expectations
1. Know students and how they learn			
Identifies achievable learning goals for students (1.1)			
Demonstrates a developing awareness of differences in students' learning preferences and needs (1.1)			
Responds to differences in students' learning preferences and needs through approaches to lesson planning and teaching (1.1)			
Displays cultural sensitivity and respect for diversity (1.3)			
Encourages a respectful and collegial classroom environment where all students are valued and provided with the same learning opportunities (1.6)			
2. Know the content and how to teach it			
Clearly articulates and explains the content of learning experiences (2.1)			
Accurately answers content related questions from students (2.1)			
Demonstrates a developing ability to present content in a coherent, well-sequenced learning experience (2.2)			
Develops and delivers logical lesson sequences that reflect curriculum or framework requirements and are constructed to develop understanding of content (2.2)			
3. Plan for and implement effective teaching and learning			
Designs lesson plans/ learning experiences detailing such goals through the use of objective/outcomes, specifying content and pedagogy as well as sequencing in consultation with Mentor Teacher (3.2)			
4. Create and maintain supporting and safe learning environments			
Communicates value and respect for students as individual learners (4.1)			
Builds secure, safe, respectful, supportive and reciprocal relationships with students (4.1)			
Has learnt and uses students' names (4.2)			
Employs classroom routines consistently to maximize student learning (4.2)			
Delivers lessons that articulate clear directions, that have been well prepared and resourced, and are responsive to student learning needs goals/outcomes (4.2)			
Identifies student needs through observation and discussion (4.3)			

6. Engage in Professional Learning			
Receives constructive feedback in a positive and professional manner (6.3)			
Demonstrates a commitment to teaching and to continuous improvement of their practice (6.4)			
7. Engage professionally with colleagues, parents/carers and the community			
Acts on feedback provided by mentor and supervisor and reflects critically on personal and professional practice (7.1)			
Employs appropriate and respectfully professional communication with school staff, visitors, parents and carers (7.3)			
Shows willingness to participate with school staff in a range of activities (7.4)			
Mentor teacher comment on the pre-service teacher's professionalism in terms of such aspects as punctuality, engagement, initiative, presentation, respect and participation.			
Mentor teacher conclusion/general comment			
Pre-service teacher's personal reflection on placement			
Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	Mentor teacher signature	Date

Assessment for Professional Experience 3

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

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

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

Students Withdrawing From Placement (Self-Termination)

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

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

Assessment Appeals

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

Please note that a third enrolment in a Professional Experience unit will not be permitted

where a student has previously undertaken the unit on two occasions and received an unsuccessful result in both attempts.

Outline of Professional Experience 1

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

Professional Experience 1: Planning

The first Professional Experience for the Graduate Diploma in Education (Primary) pre-service teachers involves a 2-week full-time block period with a class of students in school years 1-6. This is an annual placement as pre-service teachers will generally 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 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 plan, prepare, and teach lessons to a group of students.

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

- some effective communication skills and working relationships with students and adults;
- some effective classroom teaching and learning processes through observation, reflection, and interaction, making links between theory and practice;
- some skills in planning, teaching, and evaluation of a variety of learning experiences appropriate for individuals, small groups, and the whole class;
- some skills in observing and reflecting on teaching and learning processes.

Students 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 primary 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** ([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 teaching load requirements for pre-service teachers during the first Professional Experience. **Please note, lessons are based on 60 minutes; adjust teaching load accordingly.**

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

Week	Preservice Teacher Teaching Load Requirements
1	<ul style="list-style-type: none"> <li data-bbox="336 1249 1382 1361"><input type="checkbox"/> During this period complete 3 lesson observations and document using the Observation Proforma (available via the link under Useful and Important Links at the back of this Handbook) to support this learning. <li data-bbox="336 1413 1382 1485"><input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for all groups being taught in week 2. <li data-bbox="336 1536 1382 1688"><input type="checkbox"/> Write small group lesson plans for working with groups of students in collaboration with the mentor teacher for implementation in week 2 (Lesson/Learning plan templates are available via the link under Useful and Important Links at the back of this Handbook). <li data-bbox="336 1740 1382 1812"><input type="checkbox"/> Assist the teacher where needed and complete informal activities such as read a story with students, etc. <li data-bbox="336 1863 1382 1910"><input type="checkbox"/> Become familiar with all aspects of classroom routines.
2	<ul style="list-style-type: none"> <li data-bbox="336 1955 1382 1991"><input type="checkbox"/> In collaboration with the mentor teacher prepare the lesson plans for each

	<p>day during week 2.</p> <p><input type="checkbox"/> Plan, teach, and evaluate at least 1 small group lesson per day.</p> <p><input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.</p>
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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 2

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

Professional Experience 2: Assessment and Reporting

The second Professional Experience is a 3-week block placement with a class of students in school years 1-6 and is generally undertaken in the same year and the same school as the pre-service teachers' first Professional Experience. The second Professional Experience is the second part of the annual placement.

As this is the second part of the annual placement, it is expected that pre-service teachers have been visiting and communicating with the school between placements. Timed accordingly, one of these visits should focus on preparing for the second Professional Experience placement.

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.

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

- 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.

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 primary 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** ([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 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	Preservice Teacher Teaching Load Requirements
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1	1-5	<input type="checkbox"/> Complete 4 separate 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"/> 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 per day (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 2 lessons per day. <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 2-3 lessons per day. <input type="checkbox"/> Implement 1 assessment task and mark students' work. <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 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 involves a 4-week full-time block placement with a class of students in school years 1-6. The focus for this Professional Experience is on all aspects of assessment and the consolidation of planning and teaching skills.

Supervision

A supervisor will formally visit the pre-service teacher **twice** during the 4-week placement and it is advised that, where possible, this visit should be in the second week of the placement. **It is the pre-service teacher's responsibility to contact the supervisor to negotiate the day/s and time/s of the visit.** The pre-service teacher should receive verbal and written feedback from the Supervisor.

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.

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 primary 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	Pre-service Teacher Teaching Load Requirements
1	<ul style="list-style-type: none"> <li data-bbox="320 1395 1378 1435"><input type="checkbox"/> Become familiar with all aspects of the classroom routine. <li data-bbox="320 1462 1378 1565"><input type="checkbox"/> Complete 3 formal lesson observations, and document using Observation Proforma (available via the link under Useful and Important Links at the back of this Handbook) to support this learning. <li data-bbox="320 1592 1378 1731"><input type="checkbox"/> Plan, teach, and evaluate a minimum of 30% of a full teaching load. The lesson planning documents must be full lesson plans not the Daily Work Pad (see Lesson/Learning Plan Template and Daily Work Pad Sample available via the link under Useful and Important Links at the back of this Handbook). <li data-bbox="320 1758 1378 1830"><input type="checkbox"/> Plan with the mentor teacher and have an approved teaching program for week 2. <li data-bbox="320 1924 1378 1964"><input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.

2	<input type="checkbox"/> Plan, teach, and evaluate a minimum of 50% 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 the following weeks <input type="checkbox"/> Assist the mentor teacher when not engaged in other duties.
3	<input type="checkbox"/> Assume 60% 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.
4	<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.

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](#)
- [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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