

# Department of Educational Studies

## Professional Experience

### Tertiary Supervisor Visit – School Placement Procedures



1. This document can be completed as a printed hardcopy or electronically using computer programs such as *Adobe Acrobat Reader DC* (free download from the internet for both Mac and PC users) or *Preview* (Mac Users). [Help: <https://helpx.adobe.com/reader/using/fill-and-sign.html>]
2. Terms used in this document:
  - Teacher Education Student (TES)
  - Supervising Teacher (ST)
  - Tertiary Supervisor (TS)
3. Tertiary Supervisors are allocated Teacher Education Students for a school.
4. The week before TES begins placement they contact TS.
5. TS contacts school to organise visit, speaks with Supervising Teacher
6. TS visits TES around the middle of their placement. Visit could include observing a lesson and/or meeting individually or with a group of TES to discuss progress, review bookwork, provide support/mentoring.
7. TS completes Section A Liaison Visit Report if they met to discuss bookwork etc. OR Section B lesson observation form (if they observe a lesson being carried out). This can be handwritten at the visit (or completed on an electronic device) and given to the TES. The TS saves a copy if electronically completed or takes a photograph of the form if handwritten for their records. This form is only submitted to the unit convenor if there are issues with the TES progress.
8. If TS is concerned about TES progress, in discussion with ST may place TES at risk (for book work, professional experience or both). If this occurs the University supports this TES for the rest of their placement
9. At the completion of TES placement, the TES submits their Evaluation report paperwork directly to the PE Office.
10. At the completion of TES placement, the TS submits their timesheet.



# Department of Educational Studies

## Professional Experience Feedback Form

### Tertiary Supervisor Visit – School Placement



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Tertiary Supervisors must keep a copy of this form for their own records and provide a completed copy to the Teacher Education Student to be placed in their Professional Experience folder.

***This form belongs to the Teacher Education Student and should only be submitted to university staff if requested***

Teacher education student's Name: \_\_\_\_\_  
Centre: \_\_\_\_\_  
Tertiary Supervisor: \_\_\_\_\_  
Visit Date: \_\_\_\_\_

**Section A: This section of the form is to be completed by the Tertiary Supervisor if they are NOT observing an experience**

Please comment on the different sections of the teacher education student's folder.

(i) **situational analysis** (if applicable)

(ii) **records of students** (could include observations and work samples)

(iii) **planning and programming records**

(iv) **reflective practice**

(v) **other comments** (e.g. strengths/areas for improvement by the supervising teacher; strengths/areas of improvement raised by the teacher education student)

**Section B: This section of the form is to be completed by the Tertiary Supervisor if they ARE observing an experience**

| Lesson Observation Notes   | Please tick the AISTL Graduate Teaching Standard descriptors demonstrated in the lesson. |                          |                          |                          |  |   |
|--|--|--------------------------|--------------------------|--------------------------|--|---|
| Planning, Introduction, Communication, Outcomes  | NA   | US                       | S                        | EE                       | NA: Not Applicable, US: Unsatisfactory, S: Satisfactory, EE: Exceeding Expectation   |   |
|  | <b>Professional Knowledge</b>  |                          |                          |                          |  |   |
|  | <b>Standard 1: Know students and how they learn</b>                                      |                          |                          |                          |  |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.                                  |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.5 Demonstrate knowledge and understanding of strategies to differentiate teaching to meet the specific learning needs of students across the full range of abilities.                          |   |
| <b>Body of lesson</b> (activities, resources, management and transitions):                                       | <b>Standard 2: Know the content and how to teach it</b>                                  |                          |                          |                          |  |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.1 Demonstrate knowledge and understanding of the concepts, substance and teaching strategies of the teaching area.   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.2 Organise content into an effective learning and teaching sequence.   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.3 Use curriculum assessment and reporting knowledge to design learning sequences and lesson plans.   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.4 Demonstrate broad knowledge of understanding of and respect for Aboriginal and Torres Strait Islander cultures and languages.  |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.  |   |
|  | <b>Standard 3: Plan for and implement effective teaching and learning</b>                |                          |                          |                          |  |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.  |   |
|  | <b>Professional Attributes:</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 3.3 Include a range of strategies in teaching.  |
|  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. |
| <input type="checkbox"/>   |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.   |   |
| <b>Standard 4: Create and maintain supportive and safe learning environments</b>                                 |  |                          |                          |                          |  |   |
| <input type="checkbox"/>   |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.   |   |
| <b>Professional Experience Folder</b>  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.  |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.4 Describe strategies and support students well-being and safety working within school and/or system, curriculum and legislative requirements.   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.                           |   |
|  | <b>Standard 5: Assess, provide feedback and report of student learning</b>               |                          |                          |                          |  |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1 Demonstrate understanding of assessment strategies including, informal, formal, diagnostic, formative and summative approaches to assess student learning.                                   |   |
|  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.   |   |
| <b>General Comments</b> (including relationships with colleagues, engaging in ethical and professional practice) |  |                          |                          |                          |  |   |