



The University of Sydney

SYDNEY CONSERVATORIUM OF MUSIC

**BACHELOR OF MUSIC
(Music Education)**

2nd YEAR MUSIC EDUCATION STUDENTS

**PROFESSIONAL EXPERIENCE (PEX)
HANDBOOK 2020**

PEX 1

Primary (K-6) Teaching Practice

MUED 2605

Semester 2, 2020

Student Teacher: _____

Supervising Teacher: _____

Email: _____ Phone: _____

Professional Experience website:

MUED 2605 Primary Professional Experience (PEX)

PEX/Practice Teaching Dates 2020

15 days in a three- week block starting Monday 23 November and finishing on Friday 11 December 2020.

Please Note:

Student teachers are expected to visit the school prior to commencing professional experience to meet supervising teacher, school staff and administration, and to organize their teaching timetable.

Academic PEX Co-ordinator

Dr Jennifer Rowley

Room 2082

Phone: 9351 1328

Fax: 9351 1287

jennifer.rowley@sydney.edu.au

PEX Administrator

Cathy (Shuang) Chen

Room: 2151

Phone: 9351 1231

Fax: 9351 1287

cathy.chen@sydney.edu.au

Mailing Address and Website

PEX Co-ordinator

Sydney Conservatorium of Music

1 Conservatorium Road

Sydney NSW 2000

LMS: <https://canvas.sydney.edu.au/>

Contact Details:

School:

Principal:

Address:

Website:

Phone Number:

My Supervising Teacher is:

Phone:

Email:

My Tertiary Mentor is:

Phone:

Email:

Student Teacher Details:

Phone:

Email:

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SECTION 1: The Sydney Conservatorium of Music & Professional Experience

MUED 2605, PEx 1, provides the school observation and practice teaching (Professional Experience) components of the 2nd year BMus (Music Education) program at Sydney Conservatorium of Music (SCM). The primary school professional experience program incorporates a 15 days as a three-week block, which takes place in Semester 2. Practice teaching provides an opportunity for student teachers to attain and demonstrate teaching competence to the level expected of a graduate teacher as set out by the AITSL national professional standards for graduate teachers. This handbook provides students, supervising teachers and University Tertiary Mentors with information about the professional experience policy of SCM. There is also a CANVAS site that provides noticeboards and discussion space to access during the professional experience. The material in these pages will assist school principals and staff in explaining the SCM policy on professional experience and the expectations of the music students' development.

This is the **first professional experience** in the Bachelor of Music (Music Education) program and takes place in primary school. It is expected that the student teacher will plan and teach lessons to **Year K-6 music classes**.

1. Nature of the PEx

The fundamental principle of the PEx is that student teachers will teach music lessons when class teachers and supervisors consider that they can do this successfully. Before this happens, student teachers should teach small groups (both in class and in co-curricular activities), assist the supervising teacher in various ways, and share lessons with the teacher or with fellow students by teaching segments of lessons. Students are expected to observe **AT LEAST** one music (or other KLA if music not available) lesson per day. Completing the above will ensure that the student teacher's future teaching of lessons will be successful.

Student teachers should gradually approach the giving of class lessons. They will begin by spending the first few days in learning about the routines adopted in the class and the school, by acting as teacher aides, and by undertaking small group instruction (e.g. with remedial or enrichment groups, with instrumental/vocal/ movement ensembles and in learning centres). Student teachers are expected to observe, **if possible**, one music lesson per day in the first 2 days. In the next 8 days, the student teacher will be expected to teach at LEAST one 10 minute to 30 minute music lesson per day. **In the final week the student teacher will be expected to teach two or three 10 to 30 minute lessons per day.** While students should concentrate on lessons in music, they will benefit from teaching other lessons.

If both the Principal and class teacher think it appropriate, the student teacher should teach some music lessons to other classes in the school. SCM encourages schools to use the musical skills of students in any way that will benefit pupils.

Student teachers are expected to visit their school and meet their supervising teacher **BEFORE** the PEx begins. At this time student teachers should organise a timetable of the lessons they will observe and eventually teach and email this schedule to their Tertiary Mentor.

Student teachers **MUST** be in attendance at school for the entire day unless the PEx Co-ordinator has approved absence.

2. Objectives of the PEx 1 program

Student teachers are expected to:

- Be able to plan, teach and evaluate a logically sequenced series of music lessons;
- Demonstrate an understanding of, and ability to teach K-6 music lessons;
- Demonstrate an understanding of the developing primary school child and communicate clearly with students;
- Develop an overview and appreciation of the processes of primary school and the role of the music teacher within this setting;
- Develop effective teaching and classroom management skills.
- Demonstrate proficiency in aural, singing, instrumental, analytical and composition skills in the classroom;
- Demonstrate an ability to employ technology in the classroom;
- Demonstrate the ability to practise and evaluate skills developed in Fundamentals of Teaching, Key Approaches in Music Education and Children, Music and Educational Settings- i.e. introductory and closure procedures, reinforcement, questioning, variability and classroom management;
- Observe a variety of teaching- learning situations to enrich and diversify approaches to the act of teaching;
- Demonstrate an ability to interact with school staff and school students and display a professional attitude towards teaching.
- Explore individual school students' learning characteristics e.g. learning styles and their impact upon classroom and school behavior;

3. Professional Experience dates and suggested teaching schedule

Fifteen full days (8.30am-3.30pm) :

5 days a week Monday 23rd November to Friday 11 December 2020.

Day 1 – Observation and possible team teaching with supervising teacher and/or small group work.

Day 2 – Observation and possible team teaching with supervising teacher and/or small group work. Teaching one lesson per day (if ready).

Day 3 – Teaching at least one lesson per day (if ready) and team teaching with supervising teacher and/or small group work.

Day 4 – Teaching at least one lesson per day and team teaching with supervising teacher and/or small group work.

Day 5 – Teaching at least one lesson per day and team teaching with supervising teacher and/or small group work. Student teachers must be working towards teaching two 10-30 minute lessons per day by this time.

Day 6 – Teaching at least one lesson per day and team teaching with supervising teacher and/or small group work. Student teachers must be working towards teaching two 10-30 minute lessons per day by this time.

Day 7 – Teaching at least one lesson per day and team teaching with supervising teacher and/or small group work. Student teachers must be working towards teaching two 10-30 minute lessons per day by this time.

Day 8 – Teaching at least one lesson per day and team teaching with supervising teacher and/or small group work. Student teachers must be working towards teaching two 10-30 minute lessons per day by this time.

Day 9 – Teaching at least one lesson per day and team teaching with supervising teacher and/or small group work. Student teachers must be working towards teaching two 10-30 minute lessons per day by this time.

Day 10 – Teaching at least one lesson per day and team teaching with supervising teacher and/or small group work. Student teachers must be working towards teaching two 10-30 minute lessons per day by this time.

Day 11 - 15 – Teaching at least three lessons per day (possibly four) and team teaching with supervising teacher and/or small group work. Students are allowed one day in this week to attend musicology lectures and tutorials at the Conservatorium.

Student Teachers are placed in one school for the entire professional experience.

If there is no specialist music class/teacher then the student teacher remains with the same class for the entire professional experience.

4. Expectations of the Supervising Teacher

The purpose of supervision is to help the student teacher learn more about his/her teaching and to improve his/her skills in the classroom. The supervising teacher and the student teacher should, therefore, act as colleagues working towards achieving a common goal – the enhanced education of the students in their care. Supervision is the process in which school and University personnel work closely with student teachers in order to help them develop the competencies and professional attitudes needed to become effective quality classroom teachers. If the student teacher is to develop appropriate skills and an analytical and reflective attitude towards teaching, feedback needs to be provided. The supervising teacher is responsible for observing the lesson being taught by the student teacher and providing feedback on the lesson observed. A copy of the lesson observation record and the Supervisory Cycle are in the Appendix.

The supervising teacher is expected to:

- Arrange for the orientation of the student to the school
- Arrange a teaching timetable for the student teacher, help the student teacher be aware of the school's weekly routine, school and class discipline policies, classroom layout and seating arrangements, classroom programs, procedures for photocopying, availability and storage of resources, anticipated musical and sporting events

- Establish a routine for assisting the student with preparing lesson plans and giving feedback on them well in advance of teaching
- Ensure lesson plans are written for **ALL** lessons
- Check and discuss the lesson plan before the lesson is presented
- Observe, incidentally, in the process of teaching (as distinct from providing formal demonstration lessons)
- Observe and provide oral feedback on lessons taught by the student
- Provide regular written feedback using the SCM Lesson Observation Record (suggested one lesson per day gets written feedback)
- **Ensure that there is supervision of the student teacher during each classroom practice teaching period.** No student teacher should be asked to carry out unsupervised lessons or unsupervised playground duty
- Encourage and support the student teacher and conduct regular discussions about lessons and other aspects of teaching and school life on a regular basis
- Sign the completed Student Daily Attendance Form
- Consult with the Tertiary Mentor and the student teacher regarding the student teacher's progress
- Keep in regular contact via meetings, email and phone with the University SCM Tertiary Mentor
- Identify any student teacher who is encountering difficulties or is at risk of failing, notify the Tertiary Mentor immediately
- Consult a flow chart explaining the process and procedure for "At risk student teachers" (see Appendix)

Supervisory Cycle for Supervising Teachers

Planning Observation

- Set aside time for a daily conference with the student teacher.
- Discuss the student teacher's lesson plans before lessons are taught.
- Decide together what aspects of the lesson the supervising teacher should particularly focus on.

Observation

- Observe the lesson and comment on the specific skills/behaviors that were agreed upon.
- When possible, provide a written report on a Lesson Observation Record.

Feedback

- Discuss the lesson based on the agreement reached prior to the observation of the lesson, preferably immediately after the lesson.
- Put the student teacher at ease.
- Faithfully reflect incidents in the lesson.
- Encourage the student teacher to make value judgments, reflect on the lesson and provide his/her own analysis and suggest improvements.
- Help student teacher plan future lessons and observations based on feedback.

During the final week of PEx, the supervising teacher will complete the SCM Final Professional Experience Report in a DIGITAL format received from Education Administration Officer.

5. Expectations of the Student Teacher

To obtain full value from their professional experience, students must see themselves as members of the teaching team at the school. They are under the general direction of the school principal and responsible for maintaining the obligations and dignity, which the status of teacher implies.

The student is expected to:

- Visit the school prior to the beginning of the professional experience to meet school staff, supervisor and obtain a school timetable
- Email a teaching timetable (with bell times etc.) to **Tertiary Mentor** when practice teaching commences
- Report to the school office on the first morning of the Professional Experience
- In the case of unavoidable absence, you must phone the school, your supervising teacher and email the **Tertiary Mentor** before lessons begin
- Complete the leave of absence form used by teachers upon return to school after absence and forward to the Coordinator of PEx at SCM
- Accompany and assist the class teacher with playground duty, sports supervision and other regular duties which teachers undertake
- Complete the Student Daily Attendance Form and have it signed by your supervising teacher
- Assist with school choral and instrumental groups and any other activities related to music education
- Act in a courteous, and co-operative way, recognising that their more experienced colleagues in the school can give valuable advice and assistance.

Students should remember that the ethics of the profession that they are hoping to enter require of them loyalty to the school, its policy, its principal and staff and, above all, a concern for the best interests of the pupils they teach. Their speech,

deportment and dress should set good standards for their pupils, and they will observe strict punctuality.

Students should recognise that they are guests in the school for short periods, and that the responsibility for the educational development of the pupils rests with the principal and the staff. Students should therefore observe the wishes of class teachers with regard to the teaching programs and methods, and gain prior approval for any variations or innovations they may wish to introduce. They should strictly follow school policy with regard to the use of school amenities, material and equipment and be scrupulous about the return of any borrowed items. Courtesy and consideration should guide the students' relationships with school staff.

When not preparing lessons the student teacher is expected to:

- Assist in classroom and school activities, particularly those associated with music (this includes staff meetings, sport supervision, playground duty, ensemble rehearsals, sport/swimming carnivals etc.)
- Observe lessons by supervising and other teachers – *if possible other music teachers*
- Evaluate previously presented lessons
- Assist in assessment of students' work
- Compile resources or engage in preliminary preparation for the following day's activities
- Keep in contact with Tertiary Mentor (for example, through email and SMS)
- Log on to MUED 2605 Blackboard site weekly for communication with Academic PEx Coordinator, Course Lecturer, SCM and to contribute to the discussion board about your PEx experiences.

The SCM Professional Experience Report can be collected by the student at SCM after Feb 1, 2021.

6. Expectations of the Tertiary Mentor

University SCM staff (full-time, part-time and casual) will be appointed to visit the student and supervising teachers **ONCE** and discuss the progress of the student teacher with the supervising teacher. The Tertiary Mentor will also be in contact with the student and the supervising teacher via email and phone if necessary. They need to ensure that the student is making adequate progress and that any problems are being addressed in accordance with the "At Risk Student Teachers" flow chart (see Appendix) whilst acting as a mentor for the student teacher, giving guidance, encouragement and direction. The supervising teacher undertakes supervision and assessment of the student teacher and the Tertiary Mentor will be available to discuss anything with either the student teacher or the supervising teacher. The Tertiary Mentor represents SCM to the school, discussing with the school principal and staff aspects of SCM policy and procedure and is responsible for collecting the professional experience documentation.

The Tertiary Mentor is expected to:

- Ensure that student lesson plans follow a prescribed format and provide sufficient detail
- Observe the student in the classroom **ONCE** and provide feedback on student teaching behaviours
- Consult with the class teacher regarding the student teacher's progress
- Advise and assist the student on professional matters.

The Tertiary Mentor is responsible for the FINAL Professional Experience Report and should seek advice from the supervising teacher in finalising this report. The Professional Experience Report must be completed by 18 December and sent to SCM.

7. The Role and Responsibilities of the Academic PEx Co-ordinator

The Academic Professional Experience Co-ordinator, A/Professor Jennifer Rowley, is responsible for the professional experience program and must be contacted without delay if a supervising teacher or a student teacher has any concerns regarding the professional experience.

8. PEx Regulations

(i) Absences during PEx

- PEx requires full attendance. In the event of illness or unavoidable absence the student should contact the supervising teacher, the Principal of the school and the Tertiary Mentor.
- Students may be required to make up any absences from professional experience.
- Unsatisfactory attendance could result in a student becoming at risk of failing their professional experience.

(ii) Grading

In addition to assessment of teaching capabilities this Unit of Study requires students to complete all listed MUED 2605 assessment tasks. The final professional experience report **will not** be issued to students until all components of MUED 2605 assessments (as per the MUED 2605 Unit of Study outline) are completed.

- The professional experience component of MUED 2605 will be graded on a Pass/Fail scale. You will get a grade for MUED 2605 based on assessment tasks as listed in the UOS outline.
- **The initial assessment of the student is to be made by the Tertiary Mentor in consultation with the supervising teacher.**
- Grades of Fail will be awarded only after consultation with the Academic Professional Experience Coordinator and the USYD BMus (Music Education) MUED2605 Professional Experience Handbook

Chair of Music Education who may organise a special supervisory visit to confirm the grade.

- As well as a formal evaluation at the end of each professional experience, students who are assessed to be at risk of a Fail grade will normally be provided with an “Interim” Professional Experience Report by **the end of Day 6** of PEx. The SCM retains the right to fail students who have not received this “Interim” Report.
- A student who has been awarded a Fail grade for professional experience would do well to consider his/her future as a teacher. A meeting with the Chair of Music Education should be given a priority at this time
- A student who fails a professional experience component of the unit of study may not be permitted to continue in the Bachelor of Music (Music Education) program until that component of the unit of study is passed.

(iii) MUED 2605 Assessment task associated with PEx Planning, Teaching and Evaluating Music Experiences

a) PEX context description

Write a contextual description of your PEx class, including age; musical background and previous musical experiences (formal and informal); knowledge, skills and attitudes in relation to music (both in and outside of the classroom); responses to your previous music lessons; socio-cultural factors (eg ethnicity, language background); factors affecting classroom management.
(1 page)

b) Program Planning, Teaching and Evaluation

Building on what you have learned about the children's background, knowledge, skills and attitudes over the PEx period, plan a music program for the two week block practicum period with this class. This program should consist of

at least 4 lessons and a multimedia resource OR 5 lessons.

The program should have a particular focus. This focus may be a class theme (linked to other curricular areas), particular musical repertoire or children's interests. The focus of the program may NOT be a musical concept, though musical concepts may be developed as an adjunct to the program. Activities for each component part should be appropriately sequenced in order to ensure continuity and development.

The program should be presented in outline (grid) form, as discussed in the unit of study workshop on programming, and full lesson plans for component lessons are NOT required for this assignment¹ as submitted. However, each activity should be outlined in sufficient detail for it to be clearly understood.

The program should include:

- statement of focus (eg development of understanding of particular musical repertoire; provision of opportunities for creative activity; broadening of understandings related to multicultural music; link with other curriculum themes; preparation for live music performance);
- rationale justifying why this particular program is being planned for this particular group of children;
- Links with Creative Arts K-6 syllabus outcomes, indicators and content (and other curriculum documents if relevant);
- objectives and activities for each lesson;
- if a multimedia resource is included, please provide details of the resource (using appropriate online file sharing site);
- a copy of all support materials used in the lessons eg songs, instrumental charts, recordings of music;
- strategies to be used for informal or formative assessment of students' learning in the program;
- bibliography and discography of all references and resources used in preparing the program (provide URLs for online resources). This should be set out using the referencing guidelines attached to the MUED2605 unit of study outline.

The program should be implemented and evaluated during the 15-day block practice teaching period.

9. National Professional Teaching Standards

Graduate Teacher Standards: <https://www.aitsl.edu.au/teach/standards>

The Framework of Professional Teaching Standards provides a common reference point to describe, celebrate and support the complex and varied nature of teachers' work. The National Professional Teaching Standards provide a framework which makes clear the knowledge, practice and professional engagement required for effective teaching in 21st century schools (Board of Studies, Teaching and Educational Standards NSW).

PEx has been designed within the guidelines of AITSL and the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and incorporates all necessary requirements to prepare student teachers for service in NSW DEC schools and non-government schools. Students need also to develop an awareness of the National Professional Teaching Standards – comprising three teaching domains, seven standards and four key stages of teaching. The final professional experience report is based on the National Professional Teaching Standards (graduate teacher level). As student teachers, the focus is on the standards that appear below. The standards describe the areas encompassed within the three domains of Professional Knowledge, Professional Practice and Professional Engagement. They give a logical organisational structure for consistent presentation of the standards within each key stage.

¹ Full lesson plans for the implementation of the program will need to be prepared for the supervising teacher during the block practice teaching period.

The seven standards are:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

These standards, in addition to the focus areas and descriptors identify the components of quality teaching, constituting agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued. It should be noted that during this initial professional experience, student teachers may not have opportunities to accomplish all aspects of the Professional Teaching Standards. In the final report for this practicum, such aspects may be designated as Not Applicable (N/A).

10. Professional and Legal Responsibilities

Teachers have responsibilities related to attendance, supervision, mandatory notification of child abuse and neglect, leave, record keeping and general duties. The following is taken from: *Information for Beginning Teachers*. Training and Development Directorate, NSW Department of School Education, 1996, pages 4-5. There is an updated "Guidelines for the Management of Conduct and Performance" which can be found at:

<https://education.nsw.gov.au/policy-library/policies/management-of-conduct-and-performance>

Teachers are required to follow a "Supervision and duty of care" procedure by

- Providing supervision consistent with the general duty of care owed by the Department to students.
- Supervising students within school grounds and buildings.
- Supervising students attending sporting venues and excursions outside the school.
- Informing parents of supervision areas, arrangements and times of supervision.

Other responsibilities of the teacher are to:

- Follow all lawful directions given by a supervisor.
- Follow the guidelines for professional practice set out in the *Code of Conduct*.

Leave

- Complete and submit an application for leave form prior to, or following absence from duty.
- Inform the school administration in the case of any absence from the school during school hours.

Record Keeping

- Forward all official correspondence through the school principal.
- Mark and maintain class rolls accurately.
- Maintain pupil records accurately.
- Maintain a teaching program and lesson register.

Attendance

- Attend half an hour before the school work day begins in the morning and they may be required for half an hour after the dismissal of the school in the afternoon.
- Attend staff meetings, committee meetings or work groups as part of the management of the school and the development of its curriculum.
- Complete the Student Daily Attendance Form each day on duty (see Appendix).

Mandatory notification: child abuse and neglect

Notify the principal of all suspected child abuse and neglect. The Department of Education requires all staff to inform the relevant school principal if they have reasonable grounds to believe that a student under 18 years of age has experienced abuse, or is at risk of abuse. The principal will notify the Department of Community Services. Staff must be familiar with the document titled: *Protecting and supporting children and young people policy*. This document provides direction for staff and outlines procedures for recognising and notifying concerns relating to child abuse and neglect. It can be found here:

<https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy>

The document *Responding to allegations against employees in the area of child protection* may also be relevant and can be found here:

<https://education.nsw.gov.au/policy-library/associated-documents/respondwoutdisc.pdf>

11. Professional Behaviour of Teachers

The profession of teaching necessarily brings teachers into close association with young and adolescent children. There have been occasions when teachers, possibly in all innocence, have permitted situations to arise which can be, and have been, misinterpreted.

The following advice is provided for your guidance.

- Avoid being alone with a student or a small group of students of either sex.
- Whenever possible, ensure another member of staff, or adult is present if rendering first aid to a student. Whilst the golden rule is 'don't touch', that does not mean that if a student's safety is at risk, a teacher cannot take appropriate physical action.
- Avoid conveying students in your car unless there is another adult present.
- If you do need to meet individually with a student, ensure that as far as possible, it is done in a conspicuous situation, that is, out of hearing but in sight of other adults.
- Never touch a student of either sex except in a case where the safety of students or staff is at risk.
- Always be polite, firm, and under control in dealings with parents and students.
- Never use offensive terms when referring to a student or his or her behaviour.
- Never use corporal punishment, that is, strike or physically discipline a student. Apart from being against your school's discipline policy, this can give rise to criminal charges.

SECTION 2: Appendices

LESSON PLANNING

Adequate preparation must be made before each lesson is given.

Teaching requires a high level of planning in order to provide meaningful and productive learning experiences for all students. Student teachers should have lesson plans written for all lessons and checked by the supervising teacher at least 24 hours before the lesson is to be taught. When the student teacher plans the lesson the following should be taken into account:

- why the lessons are being taught;
- the interests, abilities and previous experiences of the pupils,
- the way the content is to be adapted to student characteristics;
- the need to capture and maintain student attention;
- the responses expected from the pupils;
- ways in which student learning can be assessed, either formally or informally.

Students are advised, initially, to model their lessons on those that they have seen in the school and those they have developed in Education and Music Education tutorials. All lesson notes should be kept available for comment and advice by class teachers and by the Tertiary Mentor.

On the following pages are examples of different lesson plan formats. Students should discuss the lesson plan format with their class teacher and Tertiary Mentor. It should be noted that experienced supervisors generally find a high correlation between detailed lesson notes and successful student teaching. Self Evaluation

As soon as possible after a lesson has been presented, students should write their own critical assessments. This is more than a clerical exercise. It presupposes that students can reach their full potential as teachers only by developing their powers of observation and self-criticism. Starting with the lesson aims as criteria against which to measure their performance, students should ask questions such as the following:

- What was the students' response to the lesson?
- What were the positive features of the lesson?
- What did the pupils learn from the lesson?
- What errors, difficulties, misunderstandings occurred?
- What follow-up should be planned?
- If a similar lesson is to be given, how should the lesson content, delivery and assessment strategies be varied?

PROGRAMMING FOR MUSIC IN THE PRIMARY SCHOOL

In programming for music teachers need to:

- Choose a focus for learning
- Establish a sequence
- Provide for cumulative learning
- Provide variety in ways of learning
- Provide for integration

Considerations in determining content

CHILDREN: experience; interests; abilities; attention span;

knowledge TEACHER: knowledge; abilities; confidence

RESOURCES: space; instruments; other equipment; time; source material

Teachers might ask the following questions when programming for music:

- Are the materials and activities age appropriate?
- Do they provide a balance between the 5 activity areas?
- Are they sequenced from simple (known) to more complex?

Teaching and Learning Roles and Strategies (Wiggins & Bodo, 1998: Painting a big soup) Ways

teachers teach

1. Teacher as Musician

2. Using a variety of instructional strategies:

- Planning teacher centred/student centred activities;
- Using metacognitive strategies;
- Establishing connections with prior knowledge;

3. Providing support for learning:

- Supporting individuals within the large group;
- Helping students identify problem spots;
- Encouraging and supporting experimentation & exploration;
- Support through consistency.

4. Classroom management to facilitate learning:

- Maintaining an uninterrupted flow
- Establishing a non-threatening atmosphere;
- Engaging students;
- Anticipating problems;
- Taking disciplinary action when needed;
- Knowing when to react and when to ignore

Ways students learn:

1. Students figure things out for themselves:

- Spontaneous practice on instruments;
- Spontaneous movement;
- Spontaneous singing;

2. Students establish their own contexts for understanding.

3. Students are aware of what they already know.

4. Students coach peers & seek coaching from peers.

5. Students evaluate their own work.

See also: Harwood, E. & Marsh, K. (2012). Children's ways of learning inside and outside the classroom. In G. McPherson & G. Welch (Eds.) *Oxford Handbook of Music Education* (pp. 322-340). New York, NY: Oxford University Press.

LESSON PLAN FORMAT 1

Date:		Class:		Duration of Lesson:	
Subject:		Lesson Topic:			
Purpose of Lesson					

Background Information on students: (including student prior knowledge, age, range, individual difference.)

Objectives:

This lesson will provide opportunities for students to:

Outcomes: (These should be derived from the Syllabus)

Resources: (Materials required to implement the lesson)

Curriculum Links: (How this lesson links with Creative Arts Syllabus and other curriculum areas)

Lesson Sequence: (Introduction – 20%; Body of Lesson 70%; Conclusion 10%)

<i>Teacher Activity</i>	<i>Student Activity</i>	<i>Est. Time</i>
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Student Assessment (How well were children able to complete the planned activities and meet planned objectives?)

Self Evaluation (Completed after the Lesson – what worked, what didn't, guidelines for future or next lesson.)

[illegible]

LESSON PLAN FORMAT 2

Class:

Duration of Lesson:

Location of Lesson:

1. PREPARATION

- (a) **Background information on students**
May include knowledge, age, ethnicity, attention span, individual differences, and so on.
- (b) **Observable Outcomes (Syllabus, p. 25)**
These may be derived from the Syllabus on p. 25. Your lesson will probably include several outcomes from the Syllabus

e.g. MUS1.3 Uses symbol systems to represent sounds

Observable Objectives (Syllabus refers to these as Indicators, pp. 25-35)
Objectives do not necessarily have to be those listed in the Syllabus pp. 25-35, though this is an excellent starting point.
You may write these yourself as you will observe them occurring in your classroom, or they may come from Syllabus Scope in the Artforms, pp. 85-89

This lesson will provide opportunities for students to:
- (c) **Resources**
What materials are required to implement the lesson?
Which are already present and which will have to be obtained/created by you?
- (d) **Curriculum Links**
How does this lesson link with the Music Section of Creative Arts Syllabus and/or with other curriculum areas (e.g. classroom themes, language learning, other KLA topics)?

2. PRESENTATION

All items discussed in presentation should be given in too much detail rather than too little. This is especially true of Early Stage 1 and Stage 1 classes.
It is important that you give a timing of activities as each is listed.

- (a) **Introduction (10-20% of time)**

Activities to promote interest, make links with previous knowledge and focus attention on what will be occurring in the lesson.
- b) Body of Lesson (60-80% of time)**
Varied activities which build/develop musical understanding/skills in a sequential manner. A variety of learning areas (playing, singing, listening etc.) should be planned.
- (c) **Conclusion (10-20% of time)**
Culminating activity/ies which allow children to demonstrate these understandings/skills so that you can evaluate their progress and success of the lesson according to the outcomes you have listed.

3. ASSESSMENT OF STUDENT LEARNING

Evaluate the student's learning in terms of planned activities and the children's ability to complete these in relation to planned observable objectives. Assessment may be formal or informal (eg through observing children's ability to satisfactorily complete an activity) and will often be formative (i.e. enabling the teacher to evaluate progress in order to plan for further learning activities).

4. BIBLIOGRAPHY

List the textual and recorded or downloaded materials utilised in this lesson.

LESSON PLAN EXAMPLE: KAERU NO UTA GA

Class: Year 2

Duration of Lesson 35 minutes

1 PREPARATION

Background information on students

The children in this Year 2 class have been participating in a Science and Technology unit on Living Things. As part of this unit they have been investigating different habitats, including the rainforest environment and have read *Where the Forest Meets the Sea*. In music, children have experienced some preliminary activities related to rising and falling pitch and enjoy singing and using tuned and untuned percussion instruments for organising sound and performance. There are several Japanese Australian children in the class.

Observable Outcomes

MUS1.1 Sings plays and moves to a range of music demonstrating awareness of musical concepts

- Uses body percussion and percussion to perform compositions
- Sings songs with body percussion and percussion accompaniments

MUS1.2 Explores, creates, selects and organises sound in simple structures

- Explores tone colours of instruments to represent pictures

Observable Objectives (Indicators)

This lesson will provide opportunities for students to:

- Perform a new song with accurate pitch and tuned and untuned accompaniment
- Perform rhythm patterns found in the song, choosing appropriate untuned instruments
- Demonstrate rising and falling pitch in the song through movement
- Graphically represent rising and falling pitch movement in the song
- Match pitches in the song using tuned percussion

Resources

Where the Forest Meets the Sea book

4 alto xylophones

A variety of untuned percussion instruments e.g. cabassa, tapsticks, tambourines, triangles, maracas

Whiteboard marker

Smartboard and YouTube clip of youth from the north Queensland Wujal Wujal community performing songs about their connection to country "where the forest meets the sea": https://www.youtube.com/watch?v=oHb_WEA50yo

Curriculum Links

Science and Technology Living Things. Visual Arts: Collage

2. PRESENTATION

Introduction (15 minutes)

1. Review aspects of *Where the Forest Meets the Sea*, referring in particular to the rainforest environment. Discuss some of the animals that could be found in the rainforest.
2. Discuss some of the sounds made in the rainforest, and ask selected children to emulate some sounds, e.g. use voices or softly shaken maracas to imitate the sound of leaves blown softly by breeze. Gradually add sound sources and change the dynamics to emulate the multiple and shifting sounds in the rainforest.
3. Children listen to the Japanese frog song (which includes frog sounds in the words) and guess which animal is the focus of the song. Translate the song words:
Kaeru no uta ga: The song of the frog
Kikoete kuruyo: I can hear
Gwa! Gwa! Gwa! Gwa! (croaking sounds)
Gero gero gero gero gwa gwa gwa! (croaking sounds)

Body of Lesson (25 minutes)

4. Children listen to the song again and show the rising and falling pitch of the song with their hands.
5. Elicit from the children that in lines 1, 2, and 4 the pitch moves gradually up then down, while in line 3 it stays on the same note.
6. Children learn the frog song, singing the croaking lines first, then the first two lines as they become more familiar.

Accompany the song with hand movements showing pitch contour as above.

7. With assistance of the children, transfer the pitch contours shown by the hand movements onto a chart or the whiteboard.

8. Using the notes of a xylophone starting on C, children try to play the pitches of each line of the song (they mostly move by step when going up or down)

9. Label each of the pitches on the chart with the corresponding pitch letter name:

Ka-e-ru no u-ta ga

C D E F E D C

Ki-ko-e-te ku-ru-yo

E F G A G F E

Gwa! Gwa! Gwa! Gwa!

C C C C

Gero gero gero gero gwa gwa gwa!

C C D D E E F F E D C

Conclusion (15 minutes)

10. Four children each play a line of the song on a tuned percussion instrument.

The rest of the class sing the song, clapping the rhythm of the third line and patting their knees on the rhythm of the last line.

Children select two appropriate untuned percussion instruments to play the rhythm of these lines (e.g. cabasa plays 3rd line, tapsticks play 4th line).

11. Perform the frog song with one group singing the song, four children playing the melody line by line on tuned percussion, and two groups playing the rhythm of the last two lines on untuned percussion instruments. Another group can perform the environmental sounds created at the beginning of the lesson to introduce and conclude the song performance.

12. Children watch "Where the forest meets the sea" YouTube clip and discuss the importance of the connection between this land and the Aboriginal people who have inhabited it for thousands of years and the need to maintain the land in a sustainable way.

3. ASSESSMENT OF STUDENT LEARNING

This lesson involved informal assessment (that is, the work undertaken was evaluated according the criteria set in the lesson, however it will not be formally marked and will not contribute to the students' overall marks or grade for the term). The assessment took place at various points during and at the end of the lesson, where the teacher observed the students' ability to match pitches, imitate rhythmic patterns and perform rhythmic and pitched patterns on untuned and tuned percussion instruments, according to criteria set out in the observable objectives section. Children's imaginative devising of musical sounds to emulate environmental sounds is also observed. This observation constitutes formative assessment of music learning progress, though the final performance and its relative success can constitute a form of summative assessment at both individual and class level.

4. BIBLIOGRAPHY

Baker, J. (1987). *Where the forest meets the sea*. Sydney, Australia: Julie MacRae Books.

Board of Studies NSW (2000). *Creative Arts K-6 Units of Work*. Sydney, Australia: Author.

Campbell, P.S., McCullough-Brabson, E., & Tucker, J. C. (1994). *Roots and branches; A legacy of multicultural music for children*. Danbury, CT: World Music Press

Campbell, P. S., & Scott-Kassner, C. (2010). *Music in Childhood*. Boston, MA: Schirmer Cengage Learning.

Where the rainforest meets the sea: <http://www.youtube.com/watch?v=D6g5O9Ym2qc>

Professional Experience - Ethical Behaviour

(This code has been adapted from a Code of Ethics originally devised by UNE and amended by UTS, University of Sydney and UNSW)

- Student Teachers have a responsibility to work co-operatively with practising teachers and in a manner which will enhance the professional standing and performance of themselves, their colleagues and their University. (Implicit here is the understanding that professionals are expected to show concern for fellow professionals, for the standards of the profession itself, and for their clients – that is, the students and their parents. Gossip and personal criticism of teachers at the school, or at a previous school at which the student teacher has done practice teaching, should be avoided.)
- Student Teachers should accept that the responsibility for reporting to parents belongs to the practising teachers at the school. Information they regard as important for parents should be brought to the attention of the Supervising teacher, or the school executive, who must then decide how to act upon it.
- If a Student Teacher is advised of sexual abuse of a student, they must immediately inform the school Principal and follow the mandated procedures. Other forms of physical assault, harassment or discrimination should also be reported immediately.
- Student Teachers should recognise their professional responsibilities to the teachers and non-teaching staff of the school. Their responsibility includes care of school property, participating in the normal school routine and constructive use of non-teaching time. (This implies general courtesy with regard to such matters as cleaning up materials used during a lesson {rather than leaving this to a classroom teacher}, returning audio-visual equipment promptly, avoiding wastage of scarce commodities such as chemicals, and leaving the room in a suitable state for cleaning staff to be able to perform their duties. Student teachers should make themselves aware of what may and what may not be expected of the non-teaching staff of the school.)
- Student teachers should not repeat outside the school, information which might harm or embarrass a school student, a parent, a member of staff or the school. For example, any communication made in confidence should not be communicated further. It is unethical to “use” other people to your advantage and to their loss.
- Once a commitment is made, it should be adhered to by all parties. For example, appointments for interviews or for visits to a classroom should be kept punctually. In any case, where a previously arranged appointment cannot be met, this inability should be communicated to the other(s) concerned as soon as possible, and certainly prior to the pre-arranged appointment.
- Student teachers seeking the help of school students or teaching staff as a source of data when preparing assignments should first approach the executive of the school, then the department concerned, giving them sufficient time to consider the proposal.
- Prior to, or at first meeting, the Student teacher should provide the school executive with a written proposal stating: (i) what information is sought (ii) the reason for seeking it; and (iii) how the information is to be used by the Student teacher.
- Once a proposal is approved by the school executive, and by others involved, it should not be altered without first consulting the executive.
- Student Teachers should respect the confidential nature of school records.
- Student Teachers should disguise the names and other identifying features of the persons and places described in an assignment, unless approval has been obtained in writing from all of those concerned. When disguising alterations have been made, this fact should be noted clearly on the assignment. Similarly, names and other identifying features should be obliterated on children’s work borrowed or copied for use outside the school.
- Films, videos, slides or the like should only be used for those purposes to which the Supervising Teachers, students and parents involved have agreed.
- If comparisons are to be drawn, they should be done taking careful account of the context and should usually be comparisons of aspects of teaching style or classroom management.
- Where possible, Supervising Teachers and other teachers should be invited to be present during the showing of films, videos, or the like, in which they have participated.
- Where practicable, Student teachers should offer to share the results of their enquiry with those contributing to it. Where possible Student teachers should give something to the school as well as taking from it.

Lesson Observation Record

Student Name:
School:

Academic Year:
Class:

Date:

Planning assessing and reporting	NE	EE	EI	EA	SE
Learning goals stated in terms of pupil achievement					
Lesson plan sufficiently detailed					
Lesson plan as part of an ongoing music program					
Activities planned in an appropriate learning sequence					
Planned integration of music learning experiences					

Content	NE	EE	EI	EA	SE
Handled musical content expertly					
Lesson content derived from relevant NSW syllabus					
Pupils created musical material as a means to musical understanding					
Information about music derived from experiences with that music					

Teaching	NE	EE	EI	EA	SE
Music experiences used as the impetus of the lesson					
Gained attention and aroused motivation					
Linked with previous learning experiences					
Gave clear instructions					
Used questioning to encourage learning					
Reviewed lesson material as a means of concluding the lesson					
Evaluated pupil learning throughout the lesson					

Management	NE	EE	EI	EA	SE
Created and managed a positive learning environment					
Pupils actively engaged in music experiences					
Content presented smoothly without unnecessary delays					
Established rapport with students through recognition of differing needs and abilities					
Applied classroom rules consistently and persistently					
Demonstrated use of technology relevant to music education needs					
Used a range of appropriate resources and materials					

Marking Rubric

NE (Not yet Evident)	Not only was this not observed, but it may be a weakness in your teaching or knowledge/practice.
EE (Evident, Establishing)	I observed this outcome, but it is weak and you need to/could improve it.
EI (Evident, Improving)	I observed this outcome; it is not quite at the required standard yet, but is improving/close.
EA (Evident, Achieved)	I observed this outcome. You can do/achieve it well.
SE (Strength/Exemplary)	This outcome was a strength of the lesson and you did it extremely well.

Lesson strengths:

Goals and strategies for future professional development

Student Teacher's performance is satisfactory: Yes No

Supervising Teacher:

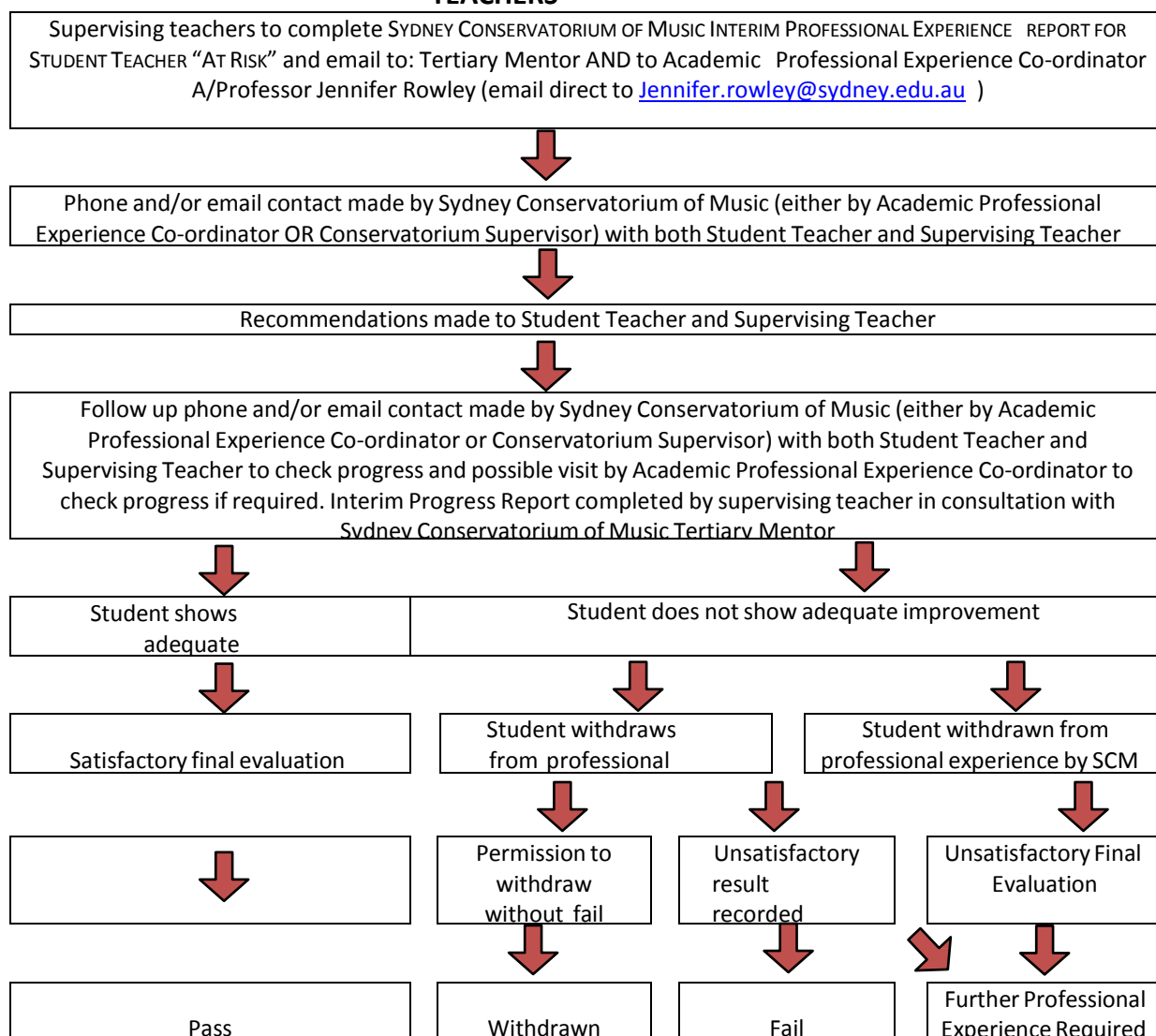
_____ (name) _____ (signature)

Tertiary Mentor:

_____ (name) _____ (signature)

Student's signature:

PROCEDURE FOR STUDENTS REQUIRING ADDITIONAL SUPPORT 'AT RISK' STUDENT TEACHERS



If a Fail is awarded or if a Student Teacher has withdrawn before successfully completing the Professional Experience Unit of Study, the Academic Professional Experience Co-ordinator will meet with the student prior to the students repeating the Professional Experience.



**SYDNEY CONSERVATORIUM OF MUSIC
BACHELOR OF MUSIC (MUSIC EDUCATION)
2020 INTERIM REPORT FOR STUDENTS AT RISK – 2nd YEAR**

Student Name:

School:

Date:

PROFESSIONAL KNOWLEDGE STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	A	NA	N/A
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.			
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.			
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.			
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			
Comments on Standard 1: The preservice teacher's knowledge of students and how they learn.			
PROFESSIONAL KNOWLEDGE STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT			
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.			

A – ACCOMPLISHED/ NA – NOT ACCOMPLISHED/ N/A – NOT APPLICABLE

2.3 Curriculum, assessment and reporting			
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians			
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5 Literacy and numeracy strategies			
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			
2.6 Information and Communication Technology (ICT)			
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			
Comments on Standard 2: Know the content and how to teach it			
PROFESSIONAL PRACTICE STANDARD 3: PLAN AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING			
3.1 Establish challenging learning goals			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			
3.2 Plan, structure and sequence learning programs			
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			
3.3 Use teaching strategies			
Include a range of teaching strategies.			
3.4 Select and use resources			
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			
3.5 Use effective classroom communication			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			
3.6 Evaluate and improve teaching programs			
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			
3.7 Engage parents/ carers in the educative process			
Describe a broad range of strategies for involving parents/carers in the educative process.			
Comments on Standard 3: Plan and implement effective teaching and learning			

PROFESSIONAL PRACTICE STANDARD 4:			
CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS			
4.1 Support student participation			
Identify strategies to support inclusive student participation and engagement in classroom activities.			
4.2 Manage classroom activities			
Demonstrate the capacity to organise classroom activities and provide clear directions.			
4.3 Manage challenging behaviour			
Demonstrate knowledge of practical approaches to manage challenging behaviour.			
4.4 Maintain student safety			
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.			
4.5 Use ICT safely, responsibly and ethically			
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.			
Comments on Standard 4: Create and maintain supportive and safe learning environments			
PROFESSIONAL PRACTICE STANDARD 5:			
ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING			
5.1 Assess student learning			
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student.			
5.2 Provide feedback to students on their learning			
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			
5.3 Make consistent and comparable judgements			
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.			
5.4 Interpret student data			
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			
5.5 Report on student achievement			
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.			
Comments on Standard 5: Assess, provide feedback and report on student learning			

PROFESSIONAL ENGAGEMENT STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING			
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.			
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.			
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			
Comments on Standard 6: Engage in professional learning			
PROFESSIONAL ENGAGEMENT STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY			
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.			
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			
Comments on Standard 7: Engage professionally with colleagues, parents/carers and the community			

Recommendations for future development:

Grade:

Supervising Teacher/s

Name:

Name:

Tertiary Mentor:

Name:

STUDENT DAILY ATTENDANCE FORM

Student Name: _____

School: _____

Week _____

Monday _____/_____/_____

Monday _____/_____/_____ **to Friday** _____/_____/_____

DAY	Very brief description of daily activities Observation, Teaching, Group Work, Lesson Prep etc.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Teacher Signature:

Student Signature:

Please complete this report digitally instead of handwritten and scanned, and then submit to [PEX 1 report uploading portal](#).

**SYDNEY CONSERVATORIUM OF MUSIC
BACHELOR OF MUSIC (MUSIC EDUCATION)
2020 PROFESSIONAL EXPERIENCE REPORT – 2nd YEAR**

STUDENT:

Date:

duration of placement: 15 Days

SCHOOL:

PROFESSIONAL KNOWLEDGE STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN	A	NA	N/A
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect.			
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.			
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.			
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			
Comments on Standard 1: The preservice teacher's knowledge of students and how they learn.			
PROFESSIONAL KNOWLEDGE STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT			

A – ACCOMPLISHED/ NA – NOT ACCOMPLISHED/ N/A – NOT APPLICABLE

2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.			
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			
Comments on Standard 2: Know the content and how to teach it			
PROFESSIONAL PRACTICE STANDARD 3: PLAN AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING			
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.			
3.3 Use teaching strategies Include a range of teaching strategies.			
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			
3.7 Engage parents/ carers in the educative process			

Describe a broad range of strategies for involving parents/carers in the educative process.			
Comments on Standard 3: Plan and implement effective teaching and learning			
PROFESSIONAL PRACTICE STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS			
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.			
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.			
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.			
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.			
4.5 Use ICT safely, responsibly and ethically 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.			
Comments on Standard 4: Create and maintain supportive and safe learning environments			
PROFESSIONAL PRACTICE STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING			
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student.			
5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.			
5.4 Interpret student data			

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			
5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.			
Comments on Standard 5: Assess, provide feedback and report on student learning			
PROFESSIONAL ENGAGEMENT STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING			
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.			
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.			
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.			
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			
Comments on Standard 6: Engage in professional learning			
PROFESSIONAL ENGAGEMENT STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY			
7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			
7.3 Engage with the parents/carers			

Understand strategies for working effectively, sensitively and confidentially with parents/carers.			
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			
Comments on Standard 7: Engage professionally with colleagues, parents/carers and the community 			
Recommendations for future development: 			
Grade: Supervising Teacher Name: Name: Tertiary Mentor Name: 			