The University of Sydney

SYDNEY CONSERVATORIUM OF MUSIC

BACHELOR OF MUSIC
(Music Education)

3rd YEAR MUSIC EDUCATION STUDENTS

PROFESSIONAL EXPERIENCE (PEx)
HANDBOOK 2020

PEx 2
Junior Secondary Teaching Practice

MUED 3606

Semester 2, 2020

Student Teacher: _____

Supervising Teacher: _____

Email: _____ Phone: _____

MUED 3606 Junior Secondary Professional Experience (PEx)

PEx/Practice Teaching Dates

Monday 20 July and finishing Friday 21 August 2020, 25 days in total.

Please Note:

Student teachers are expected to organise a pre-prac visit anytime in the week commencing. The purpose of this visit is to meet the supervising teacher(s), Music Dept. Head, school staff and administration, and to organise 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 Macquarie St
Sydney NSW 2000

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

Contact Details:

School: _____

Principal: _____

Address: _____

Phone Number: _____Website: _____

My Supervising Teacher is: _____

Email: _____ Phone: _____

My Tertiary Mentor is: _____

Email: _____ Phone: _____

Student Teacher Details: _____

Email: _____ Phone: _____

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SECTION 1: Sydney Conservatorium of Music & Professional Experience

MUED 3606, PEx 2, provides the school observation and practice teaching (Professional Experience) components of the 3rd year BMus (Music Education) program at Sydney Conservatorium of Music (SCM). The junior secondary school professional experience program incorporates 6 weeks (full days MONDAY- FRIDAY), 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. This handbook provides students, supervising teachers and Tertiary Mentors with information about the professional experience policy of SCM. There is also a LMS (Blackboard) 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 students' development.

This is the **first secondary school professional experience** in the Bachelor of Music (Music Education) program and takes place in a secondary school. It is expected that the student teacher will plan and teach lessons to **Year 7-10 music classes**.

1. Nature of the PEx

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

As each student teacher's skill and confidence grows it is expected that during the 6 week block the student will be able to teach the **equivalent of 12 forty-minute music periods a week** on junior secondary music classes, mandatory and additional study classes, and any other classes that the supervising teacher feels is appropriate.
By the 4th week the student should take approximately 0.5FTE of the regular music teacher's load.

It is most desirable in this professional experience that students be provided with experience in conducting instrumental and/or vocal ensembles so that skills and understandings developed in the course's Instrumental Pedagogy and Choral Pedagogy might be practised and demonstrated.

The student teacher should remain with the same supervising teacher(s) for the block practice. However, if both the Principal and supervising teacher(s) think it appropriate, the student teacher can 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 the school's 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 2 program

Student teachers are expected to:

- Be able to plan, document, teach and evaluate a series of junior secondary music lessons;
- Communicate clearly with school students;
- Apply classroom management skills;
- Demonstrate proficiency in aural, singing, instrumental, musicological and compositional activities in the classroom;
- Demonstrate, through their teaching, an understanding of the way in which musical skills and musical concepts are developed;
- Display proficiency in conducting school vocal and/or instrumental groups;
- Teach in a manner which recognises cultural contexts of music;
- Display a professional attitude towards teaching and its associated duties;
- Demonstrate an ability to employ technology in the classroom;
- 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 in a variety of school settings;
- Explore individual school students' learning characteristics e.g. learning styles, self-esteem and their impact upon classroom and school behaviour;
- Display a professional attitude towards teaching and the teacher's roles in the school.
- Demonstrate the ability to practise and evaluate skills developed in Fundamentals of Teaching, Psychology of Learning and Instruction, Adolescent Development and Behaviour, and Teaching Junior Secondary Music;
- 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.

3. Professional Experience dates and suggested teaching schedule

Monday 20 July and finishing Friday 21 August 2020, 25 days in total, 8.30am-3.30pm.

Week 1: Monday 20 July - 24 July: Observation and Team teaching with Supervising Teacher(s) and possibly teaching one music lesson per day.

Week 2: 27 July – 31 July: Teaching one to three music lessons per day

Week 3: 3 August – 7 August: Teaching three music lessons per day

Week 4: 10 August – 14 August: Teaching up to an equivalent of 0.5 full time teaching load.

Week 5: 17 August – 21 August: Teaching a half a full time teaching load (0.5)

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

4. Expectations of the Supervising Teacher(s)

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(s) 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 Tertiary Mentor work closely with student teachers in order to help them develop the competencies and professional attitudes needed to become effective quality classroom music 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(s) 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 has 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;
- Model appropriate teaching techniques and strategies and mentor students as they plan, program and teach music lessons;
- 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 Tertiary Mentor;
- Identify any student teacher who is encountering difficulties or is at risk of failing, and 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 Teacher(s)

Planning Observation
- Set aside a 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 student teacher should particularly focus on.

Observation
- Observe the lesson and comment on the specific skills/behaviours that were agreed upon;
- When possible (and at least for one lesson per day) provide a written report on SCM 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 on incidents in the lesson;
- Encourage the student teacher to make 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(s) will complete the SCM Final Professional Experience Report ONLINE through the link emailed to them by SCM.

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. This should be in Week 1, Term 3 or at the end of Term 2;
- Email a teaching timetable (with bell times etc.) to their **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/SMS the school, your supervising teacher(s) and email/SMS 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 Professional Experience Coordinator at SCM;
- Complete the Student Daily Attendance Form and have it signed by your supervising teacher(s);
- 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.);
- Assist with school choral and instrumental groups and any other activities related to music education;
- Observe lessons by supervising and other teachers – ***if possible other music teachers***;
- Evaluate previously presented lessons and write evaluations at end of each lesson;
    1. Assist in assessment of student's work;
    2. Compile resources or engage in preliminary preparation for the following day's activities;
    3. Compile a PEx "folder" (electronic is strongly advised) with lesson plans, and any completed lesson observation records available to show supervising teacher or Tertiary Mentor if requested;
    4. Maintain a teaching practice "blog" on your ePortfolio (PebblePad)
- Keep in contact with your Tertiary Mentor (for example, through email and SMS).
- Log on to MUED 3606 LMS (blackboard) site **weekly** for communication with Academic PEx Coordinator, your course lecturers and to contribute to the discussion board about your PEx experiences.

Students should at all times 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 supervising teacher(s) 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.

The SCM Professional Experience Report can be requested by the student at SCM after 22 February, 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 teacher(s) **TWICE** and discuss the progress of the student teacher with the supervising teacher(s). One visit will be during the first 4 weeks and the other will be in the last 2 weeks. The Tertiary Mentor will also be in contact with the student and the supervising teacher(s) via email, SMS 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(s) 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(s). 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 teacher's lesson plans follow a prescribed format and provide sufficient detail;
- Observe the student teacher in the classroom twice and provide WRITTEN and VERBAL feedback on student teaching behaviours;
- Consult with the supervising teacher(s) regarding the student teacher's progress;
- Advise and assist the student on professional matters.

T**he supervising teacher(s) completes the online report and the Tertiary Mentor is responsible for the FINAL Professional Experience Report.**

The Professional Experience Report must be completed by November 2nd and submitted online or 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(s) 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 school, supervising teacher(s) and the Tertiary Mentor.
- Students may be required to make up any absences from professional experience.
- Unsatisfactory attendance could result in a student at risk of failing that professional experience.

(ii) Grading

In addition to assessment of teaching capabilities this Unit of Study requires students to complete all listed MUED 3606 assessment tasks. The final professional experience report **will not** be issued to students until all components of MUED 3606 assessments (as per the MUED 3606 Unit of Study outline) are completed.

- PEx 2 (MUED 3606) will be graded on a regular university scale of fail, pass, credit, distinction and high distinction scale. Students will receive a grade for MUED 3606 based on the professional experience and 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. The final grade will be determined at a meeting of all the Tertiary Mentors on 9 October, 2020. Unless the student is completing PEX 2 in 2021.**
- Grades of Fail will be awarded only after consultation with the Academic Professional Experience Coordinator and the Program Leader (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 week 4** 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

(iii) Assessment task associated with PEx 2

Sydney Conservatorium of Music students will be expected to undertake an Assessment Task during this Professional Experience placement. The Task is set out in the Unit of Study Outline issued at the beginning of the Semester. It may involve the implementation of developed series of teaching and learning resources and strategies related to models and exemplars presented and discussed in SCM workshops. Students will be expected to document the implementation of these during PEx 2 and report on them with supporting evidence upon their return to SCM classes.

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.

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 second 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 Developing (D).

10. Professional and Legal Responsibilities

Teachers have responsibilities related to attendance, supervision, mandatory reporting 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.
  1. Maintain pupil records accurately.
  2. 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 reporting: child abuse and neglect

Notify the Principal of all suspected child abuse and neglect. The DEC 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 Music Education seminars. The student should keep all lesson notes available for comment and advice by supervising teacher(s) and Tertiary Mentor.

On the following pages are a lesson plan format and an example of a lesson plan using this format. It should be noted that there is a high correlation between detailed lesson notes and successful student teaching.

Self Evaluation

As soon as possible after a lesson has been presented, student teachers 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-reflection. Starting with the lesson aims as criteria against which to measure their performance, student teachers 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?

LESSON PLAN FORMAT

Date		Class		Duration	
Subject		Lesson Topic			
Purpose of the 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 Music Syllabus and other curriculum areas)

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

Teacher Activity, Student Activity, Estimated Time

Assessment of student learning: (State how you intend to assess student learning in the lesson, that is, whether the lesson will involve informal, diagnostic [for example, pre-testing or quizzes], or formal assessment [if formal, state whether formative or summative]. If the lesson involves formal assessment, attach a copy of the written task, its criteria and internal and overall weighting, as well as the marking rubric that will be used. Note whether individual work or group work is being assessed and whether teacher only or peer assessment is involved).

Self Evaluation: (Completed after the Lesson—note down what worked, what didn't, as well as guidelines for the next or future lessons).

Lesson Plan Example

Junior Secondary (Mandatory Course, adaptable to Elective Course)

Date	May 1. 2014	Class	Yr. 7 or Yr. 8	Duration	100 mins (double) or 2x 50 min
Subject	Music lesson	Lesson Topic	Contemporary Australian Music (Indigenous)		
Purpose of the lesson	Gain performing experience; listen to, analyse & arrange music; gain understanding of music as culture				

Background information on students

There are twenty-seven students in the class of widely varying musical backgrounds and experience; while most are cooperative, there is some challenging behaviour. They have been introduced to basic notation and are becoming more comfortable with singing together, although many of the boys are quite self-conscious.

Objectives

The lesson(s) respond to the Syllabus expectation (p. 21) that teachers will "embed aspects of Aboriginal and Indigenous cross-curriculum content in the content of Music, especially in the study of contexts throughout Years 7–10".

This lesson is one of a series surrounding a Topic, Contemporary Australian Music (there are two lessons each on Australian jazz, Australian art music, Australian Indigenous music, Australian popular music). The place of this lesson in the series is not critical, although it should not be left to last.

In this lesson students will study and perform sections of a version of the song 'Gathu Mawula' by the important Australian indigenous singer, Geoffrey Gurrumul. This "revisited" collaboration between Gurrumul and Blue King Brown, was released in 2011. The accompanying music video features Gurrumul singing and playing guitar, Natalie Pa'apa'a singing, and the Chooky Dancers from Elcho Island in the Northern Territory. According to Blue King Brown's website, 'Gathu Mawula' is "about family, about the land and about our essential connection to it".

Students will learn:

1. Quaver rhythm (revise); triplet rhythm (revise); chord & chord sequence
2. The song's basic 8 bar 4/4 chord sequence played in a repeated quaver rhythm on keyboards and/or xylophones
1. The foundational one bar repeated bass (triplet) and snare/handclap beat
2. The English verse by Pa'apa'a (this could also be rapped as an alternative)
3. The bass line, reggae chord pattern accompaniment & the accompaniment pattern played during Natalie Pa'apa'a's verse could be learned as extension activities or included if the lesson is used in the Elective Course

In small groups, they will make their own version—a kind of arrangement-composition—drawing on any or all of these elements and adding some dance moves learnt from watching the Chooky Dancers.

This lesson includes integrated learning experiences in *Musicology, Aural* and *Composition*. In Musicology and Aural it focuses on the Concepts of Pitch and Duration (rhythmic 'units' and chords) and Texture (relative sparseness and density).

Outcomes

Students will listen to a recording to plot the points in the song where additional instruments and changing rhythms are added and subtracted, hence changing the texture.	**4.1** performs in a range of musical styles demonstrating an understanding of musical concepts
Students will arrange and perform a section of the song using appropriate technology, and create an original composition using the analysis and original work as a model.	**4.4** demonstrates an understanding of musical concepts through exploring, improvising, organizing, and arranging
Students will watch music videos relating to Australian Indigenous performance culture and discuss its unique characteristics	**4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form

Resources
Recordings
'Gathu Mawula' from the album *Gurrumul* (2009) iTunes download or Spotify track
'Gathu Mawula Revisited' (2011) iTunes download or Spotify track

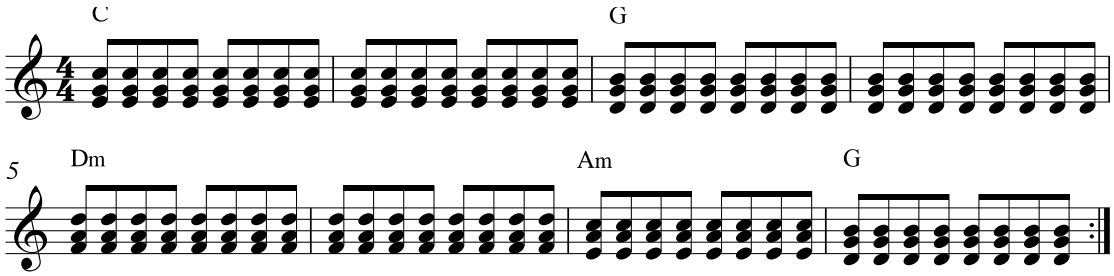
Music video
'A Baru in New York' by Yolanda Be Cool feat. Gurrumul (2013) http://www.youtube.com/watch?v=uwYSJws361Q
'Gathu Mawula Revisited' (2011) video http://vimeo.com/21483134
Chooky Dancers (Deadly TV short feature): http://www.youtube.com/watch?v=uz-rmO3xAiI
Flume remix of 'A Baru in New York' [audio track on YouTube]: http://www.youtube.com/watch?v=V7Dujdu49Ow

Other
Malk (2010) by Saltwater Band (also featuring Gurrumul)
Gurrumul with Missy Higgins 'live' http://www.youtube.com/watch?v=BBCytQZvOMo (an example of a non-Aboriginal person singing convincingly in an Aboriginal language)
Djalu Gurruwiwi website https://www.ididj.com.au/djalu-gurruwiwi/

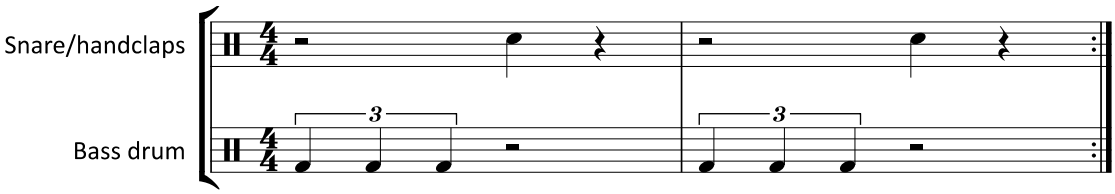
Basic materials
Lyrics for verse by Natalie Pa'apa'a'(Blue King Brown)

Now don't you go forgettin' uh the land that you were bo-rn
You got some place to go, you got some place to belong
And when you feelin' lonely put your feet down in the earth
Reconnect with your soul reconnect with the world
See the roots of the tree are your family, and if they be the roots then the fruit is me
There's a love to forgive and a love that's free
So I know that it can't be wrong
I feel when we're apart my past and my present
Even though I'm away I come back again, again, again

*Chord sequence for keyboards and xylophones**



Percussion beat pattern†



Lesson sequence

Teacher activity	*Student activity*	*Estimated time*
Introduction *Musicology* Watch the Yolanda Be Cool music video, 'A Baru [saltwater crocodile] in New York' featuring Geoffrey Gurrumul Teacher provides brief background information on Yolngu people, culture and belief system (see website: http://www.dhimurru.com.au/yolngu-culture.html)	Students briefly discuss the culture contrasts presented in the video [hint: city/bush lifestyles, kinds of "make up"]. What do you think the video might be saying about culture and perceptions of "strangeness" [hint: forms of cultural expression seem strange to outsiders but natural to insiders]? What might the cassette represent? [hint: Gurrumul's musical connections to	10 mins

	place/land—note the track title and reference to Gurrumul's totem, the *baru*]	
Body of lesson *Performance* Teacher demonstrates reiterated quaver chord sequence (* above) [begins at 0:31 in the song] and explains quavers	Students work in small groups learning to play the sequence on instruments. If this proves too challenging, allocate one chord (two bars, except last two bars) per group and rehearse the sequence moving from group to group in correct order	15 mins
Teacher demonstrates basic beat pattern with triplet († above) [begins at 0:31 in the song] and explains triplets	Students work in small groups learning to play the pattern on instruments (body percussion, drums, iPads, other percussion instruments).	10 mins
Teacher teaches students to chant/rap the English verse (lyrics above), then sing it over the chord sequence [begins at 2:16]	Whole class participates: half class plays chords, other half sings, then these groups swap; when the class is musically confident add the beat pattern (alternatively, learn verse over the beat pattern first then add chords)	15 mins
[SECOND LESSON BEGINS] *Aural* Teacher asks students to watch 'Gathu Mawula Revisited' and listen to the first 1:30 seconds of the song, mapping the changes in instrument and hence texture on a timeline written on the board. Students watch brief video feature on Chooky Dancers of Elcho Island	Students identify and map performing media used, describing resulting tone colours and texture (write in workbooks) Students note down social issues leading to formation of Chooky Dancers and describe the dance movements and cultural origins of their work	15 minutes
Body of lesson (continued): Arrangement/improvisation/composition session. Students work in groups to produce a version of a section of "Gathu Mawula' Teacher films and records student work for playback and evaluation and to add to the archive of class projects	Students form into small groups and find a space to work. They must use the chord sequence and beat pattern, may use the sung verse or an instrumental version of the melody, and should create other percussion and melodic parts. They should consciously employ a textural approach, eg a 'build up/reduction' approach, or either of these, an all-one-texture approach, or an alteration of textures etc. Students perform their completed arrangement for the rest of the class	20 minutes 10 mins
Conclusion Revise terms—quavers, triplet (in relation to Duration)—and summarise Texture changes and how chords relate to the concept of Pitch	Students comment on what they learnt about contemporary Australian Indigenous music	5 minutes

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 the end of the second lesson in the double period, where the teacher films and records student group creative work for playback and for teacher and peer evaluation, according to criteria set out in the student activity column. The class will discuss how effective each group's work was, both in expressive and technical terms.

Self evaluation
This lesson was successful, however more time was needed for the performance task. Almost all students were engaged and interested. Some attempted some of the Chooky Dancers moves and others included singing in their arrangement.

Further study ideas
Look up the lyrics to Gurrumul's original version and listen to the acoustic version from Gurrumul's self-titled album. Do a comparative Tone Colour analysis.

Listen to the Flume remix (http://www.youtube.com/watch?v=V7Dujdu49Ow) of the Yolanda Be Cool version of 'A Baru in New York' to discuss why when he heard it, Gurrumul stated, "that sounds like a crocodile movie".

Watch Gurrumul's "Bapa" (2009) music video clip, a visual realization of the singer's lament over the loss of his father. The video alternates simple line animation of the singer performing the song, with fleeting images of the animal realms of sky, sea, and land, as well as a dancer, glimpses of ancestral faces, idyllic images of a child splashing by the ocean, hunting, and so on. More abstractly, it also features light refracted from diamond-shaped designs patterned after the crocodile's skin. Students watch the clip and list and categorise the creatures that appear, as a part of a discussion of Aboriginal cosmology. The significance of Baru, the saltwater crocodile spirit, is represented in this clip, and in the DVD version of the film, *Yolngu Boy,* Chapter 1, between 2'18" and 2'45").

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)

1. 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.)

2. 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.

3. 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.

4. 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.)

5. 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.

6. 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.

7. 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.

8. 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.

9. Once a proposal is approved by the school executive, and by others involved, it should not be altered without first consulting the executive.

10. Student Teachers should respect the confidential nature of school records.

11. 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.

12. Films, videos, slides or the like should only be used for those purposes to which the Supervising Teachers, students and parents involved have agreed.

13. 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.

14. 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.

15. 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.

THE UNIVERSITY OF SYDNEY

Lesson Observation Record

Student name: Academic year:
School: Class: Date:

Planning assessing and reporting	**-1**	**2**	**3**	**4**	**5+**
Learning goals stated in terms of pupil achievement					
Lesson plan sufficiently detailed					
Lesson plan as part of ongoing music program					
Activities planned in an appropriate learning sequence					
Planned integration of music learning experiences					

Content	**1**	**2**	**3**	**4**	**5**
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	**1**	**2**	**3**	**4**	**5**
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	**1**	**2**	**3**	**4**	**5**
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					

Comments:

Lesson strengths:

_____

_____

_____

_____

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_____

_____

Goals and strategies for future professional development

_____

_____

_____

_____

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_____

_____

_____

Student Teacher's performance is satisfactory: Yes ☐ No ☐

Supervising Teacher:

_____ (name)

_____ (signature)

Tertiary Mentor:

_____ (name)

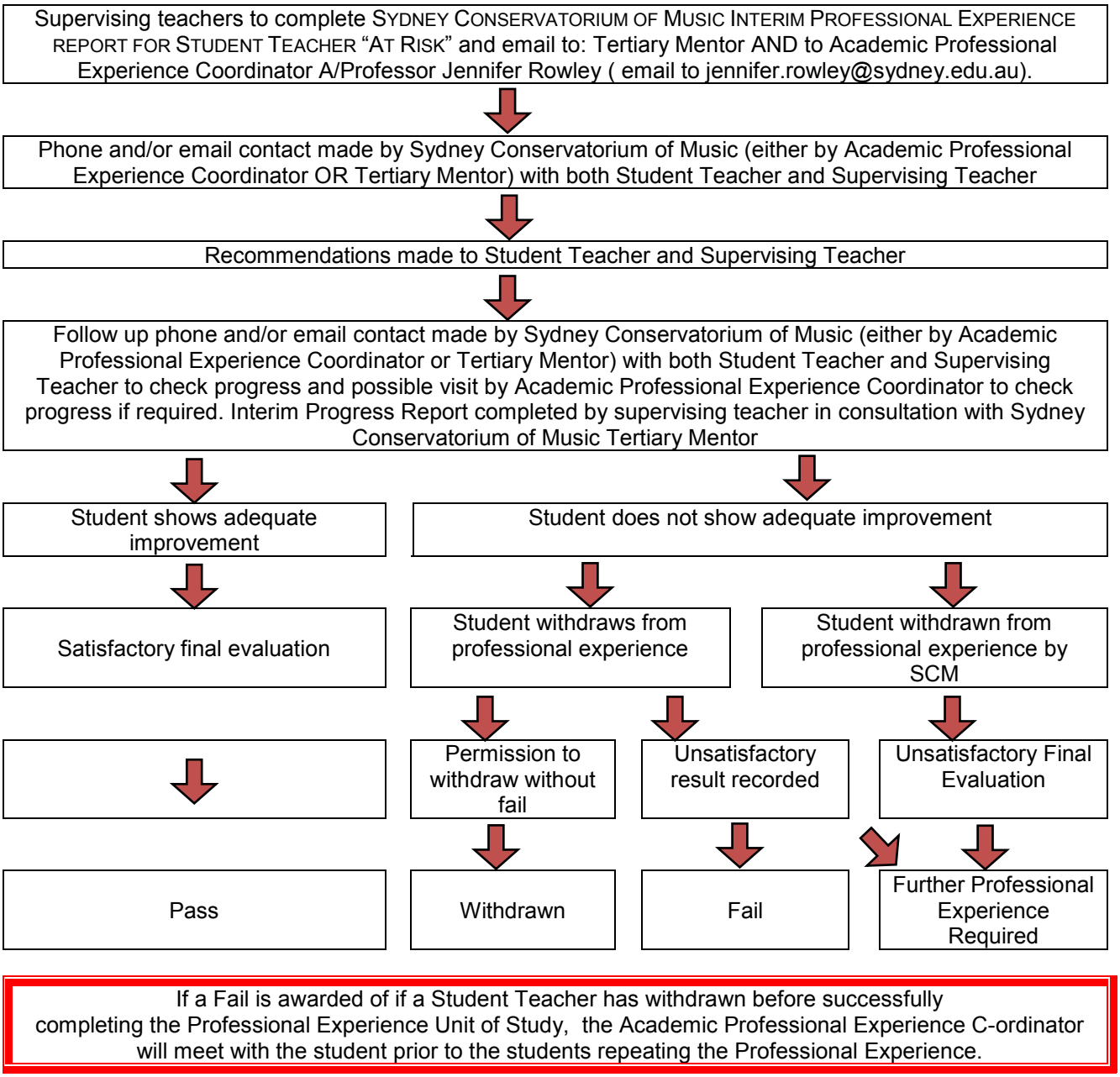
_____ (signature)

Student's signature:

_____

Date:

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



If a Fail is awarded of if a Student Teacher has withdrawn before successfully completing the Professional Experience Unit of Study, the Academic Professional Experience C-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 – 3rd YEAR

STUDENT: SCHOOL:

PROFESSIONAL KNOWLEDGE STANDARD 1: KNOW STUDENTS AND HOW THEY	**A[1]**	**NA**	**D**
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.			

[1] A – ACCOMPLISHED/ NA – NOT ACCOMPLISHED/ D – DEVELOPING

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			
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			
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging			
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			
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 or 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.			
1.2 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: PASS FAIL **Supervising Teacher/**s Name: Name: **Tertiary Mentor :** Name:

STUDENT DAILY ATTENDANCE FORM

Student Name: _____

School:_____
_

Week _____

Monday _____/_____/ 20____ to Friday _____/_____/ 20____

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 online, from this link:

https://sydneycon.formstack.com/forms/scm_prof_exp_report_third_year_2019

SYDNEY CONSERVATORIUM OF MUSIC
BACHELOR OF MUSIC (MUSIC EDUCATION)
2020 PROFESSIONAL EXPERIENCE REPORT – 3rd YEAR
duration of placement: 25 Days

STUDENT:
SCHOOL:

PROFESSIONAL KNOWLEDGE STANDARD 1: KNOW STUDENTS AND HOW THEY	**A1**	**NA**	**D**
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.			
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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.			

[1] A – ACCOMPLISHED/ NA – NOT ACCOMPLISHED/ D – DEVELOPING

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			
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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: PASS FAIL **Supervising Teacher/**s: Name: Name: **Tertiary Mentor:** Name:

GRADING STUDENTS

The following rubric is based on the AITSL Graduate Teachers' Standards, and may be used as a guide to deciding upon a final grade. **A fail grade** is awarded ONLY if student has been placed "AT RISK" and subsequent at risk procedure has been followed. A fail grade is awarded when student has NOT met all the standards at a pass level listed in rubric below. It is important that any concerns about failing a student is discussed with the SCM professional experience coordinator in a timely manner and **at least 2 weeks before** the conclusion of the placement. A 50 pass grade according to the rubric is possible in place of a fail grade.

Standards	PASS (50-64)	CREDIT (65-74)	DISTINCTION (75-84)	HIGH DISTINCTION (85-100)
Knows students and how they learn	Identifies needs, learning styles and abilities of students and provides suitable experiences for **some** students; differentiation skills need improvement	Identifies needs, learning styles and abilities of students and provides suitable experiences for **many** students; shows **some** skills in differentiation	Identifies needs, learning styles and abilities of students and provides suitable experiences for **most** students; shows **good** skills in differentiation	Identifies needs, learning styles and abilities of students and provides suitable experiences for **all** students; shows **excellent** skills in differentiation
Knows content and how to teach it	Shows **some** knowledge of content and its relationship to curriculum; **limited** range of pedagogy appropriate to content and students; **limited** use of ICT	Shows **sound** knowledge of content and its relationship to curriculum; uses a range of pedagogy, **mostly** appropriate to content and students; some use of ICT	Shows **good** knowledge of content and its relationship to curriculum; uses a range of pedagogy appropriate to content and students; **good** use of ICT in various ways	Shows **excellent** knowledge of content and its relationship to curriculum; **broad** range of pedagogy, **always** appropriate to content and students; **excellent** use of ICT across several areas and activities
Plans for and implements effective teaching and learning	Lesson plans and presentation **sometimes** lack structure or sequence; chosen resources usually supportive; responds to feedback; some self-evaluation	Lessons plans and presentation **usually** well-structured, well-sequenced and appropriate to curriculum and students; uses resources to support; accepts and acts on feedback; self-evaluates lessons	Lessons plans and presentation **always** well-structured, well-sequenced, with carefully chosen resources to support; accepts and acts on feedback; self-evaluation shows **clear** understanding of observations in classroom	Lessons plans and presentation **always** well-structured, well-sequenced, with carefully chosen resources that **clearly** support goals; accepts and acts on feedback; self-evaluation shows **excellent** understanding of observations in classroom
Creates and maintains a positive and safe learning environment	Creates a professional relationship with students and attempts to encourage participation; developing communication; **adequate** classroom management skills; is	Creates a professional relationship with students and encourages participation by most students; mostly clear communication; **sound** classroom management skills;	Creates a professional relationship with students and encourages participation by all students; clear communication; **good** classroom management skills;	Creates a professional relationship with students and encourages participation by most students; clear communication; **excellent** classroom management skills;

	aware of safety in the classroom	manages safety in the classroom	makes expectations clear; manages safety in the classroom	expectations **always** clear; classroom always safe
Assesses, provides feedback and reports on students learning	Understands and attempts to use different types of assessment; developing in making assessment clear; sometimes provides feedback; sometimes uses assessment to guide future lesson planning	Understands and demonstrates **some** different types of assessment; **sometimes** makes assessment clear; **sometimes** provides timely, relevant feedback; uses assessment to guide future lesson planning	Understands and demonstrates formal, informal, formative and evaluative assessment; **mostly** makes assessment explicit; **mostly** provides timely, relevant feedback; uses assessment to guide future lesson planning	Understands and **effectively** demonstrates formal, informal, formative and evaluative of assessment; **always** makes assessment explicit; **always** provides timely, relevant feedback; uses assessment to guide future lesson planning
Engages in professional learning	Attends meetings as required; interacts with staff; responds to advice	Attends meetings, rehearsals etc.; interacts with staff; **actively** responds to advice; works collaboratively	Attends meetings, rehearsals and **seeks involvement** in extracurricular activities; interacts with staff; actively **seeks and responds** to advice; works collaboratively	Attends meetings, rehearsals and **seeks involvement** in extracurricular activities and observation of various teaching strategies; interacts with staff; actively **seeks and responds** to advice; works collaboratively, showing **initiative**
Engages professional with colleagues, parents and community	Is punctual, well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation, but these areas could be improved	Is **mostly** punctual, well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation	Is **always** punctual, well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation	Is **always** punctual, **very** well-presented, cooperative, and acts respectfully and in compliance with school code regarding behavior and documentation