Evidence guide for supervising teachers to support flexible professional experience placements

When schools are following COVID-safe school operations Level 4 restrictions.

Learning from home encouraged, schools are open for families who need it.
Section 1

Overview

Universities, schools, professional experience coordinators, supervising teachers and pre-service teachers (PST) are currently adapting to flexible professional experience placements.

The role of supervising teachers in schools is pivotal in assessing and supporting pre-service teachers during online professional experience placements. The physical placement and the evidence collected may look different but expectations and assessment of the preservice teacher is the same.

The Australian Professional Standards for Teachers will continue to constitute quality teaching. Now more than ever, they continue to present a common understanding and language for discourse between initial teacher educators, teachers, employers, teacher educators, teacher organisations, professional associations and the public. Examples of evidence of achievement when completing a flexible placement can still be aligned to the Graduate Teacher Standards.

Evidence can still be drawn from observation of the PST’s teaching practice. Other evidence can be derived from a range of sources, such as lesson planning documents, professional conversations and complying with current legislative and organisational requirements.

This ‘Evidence guide for supervising teachers to support flexible professional experience placements’ (Evidence Guide) has been adapted from and should be used with NESA’s ‘The Professional Experience Framework Document 4 Professional Experience – evidence guide for supervising teachers.

This Evidence Guide acknowledges the mix and balance of online/remote teaching and face-to-face teaching and alternative learning opportunities will vary across terms 3-4 and across schools this year.
Section 2

Examples of evidence to support assessment of the PSTs knowledge, practice and professional engagement when completing flexible

1. Observations (online or face to face) and professional discussions include:
   • supervising teacher’s lesson observation and discussion notes (or recording) including:
     o pre-observation discussion
     o observation notes with the pre-service teacher reflection notes
     o post-observation meeting and discussion points.
     o follow up lesson observation notes that demonstrates the pre-service teacher has applied constructive feedback.
   • observing a variety of practices, the PST is using to engage students during mixed delivery learning opportunities.
   • observing the explicit teaching of expectations and behaviours.
   • observing the PST use a range of strategies to manage students online or school behaviour and ensure school/teacher/PST expectations are met.
   • observing the PST support the delivery of learning from home or school by actively supervising students and/or sharing the resources they created.
   • observing the PST ‘thinking on their feet’ and adapting lesson plan and teaching strategies to meet the individual needs of students or technology issues.
   • discussing and reviewing the collection of data from different sources (e.g. student learning data, student feedback, ST feedback, collegial advice, professional association recommendations) that the PST used to support their selection of online teaching and learning activities or for the creation of prepared packages.
   • observation that reveals the pre-service teachers’ knowledge and understanding of the content of the relevant teaching area.

2. Curriculum planning documents: The PST has
   • annotated individual plans that consider how to achieve the best learning experience from home or school for families and students.
   • online lesson plans/or running sheets with reflection notes
   • created well sequenced lessons/activities for home learning packs and they have reflected on the student work samples collected.
created teaching materials/resources for the school and/or their students.

adapted previous learning activities and programs to suit current alternative learning opportunities

used models of learning (e.g. plan, teach, assess) to develop teaching and learning programs and activities.

differentiated learning in their lesson plans and/or sequences of activities in home learning packs.

3. Assessment of student learning: There is

(Note: based on the style of teaching or alternative learning opportunities)

evidence of appropriate feedback provided to students (written or verbal) about their learning goals.

evidence that the PST is using a variety of strategies to assess student learning

assistance with school-based assessment of students

evidence that the PST interprets student assessment data to inform their teaching program and/or modify their teaching practice.

annotated notes or samples of assessment tools/tests/strategies/results

documentation of student(s) learning

student-directed learning goals based on learning from home themes

mapping of student learning / attendance / engagement.

4. Management and use of feedback: There is

(Note: feedback for purpose of improving learning of both the PST &/or students. It can be from a range of feedback types e.g. single informal feedback from a student, formative assessment feedback the PST provides to student(s) or the formal feedback provided by the supervisor to the PST)

annotated record of written feedback given to students by the PST including student work samples from take home learning pack.

a PST record-keeping system e.g electronic day book.

online meeting logs

formal and informal communication with parent/carers or they are supporting the school / supervisor to provide formal and informal communication with parent/carer
• planned and systemically feedback on PSTs progress towards achieving the graduate standards.

5. Pre-service teacher reflections: Include

• evaluation of teaching and learning plans and/or unit/lesson plans

• adapted teaching and learning plans and/or unit/lesson plans to support the delivery of learning from home or school.

• reflection notes from observation sessions either online or face to face of others.

• PST seeking to ensure students and families get the best learning experience from home or school

• annotating how they modified teaching and learning practice.

• evaluating the effectiveness of online learning platforms / assessment software / apps.

• evidence of professional reading and reflection

• reflection on the impact that the learning style has had on the student(s)

6. Collaboration and professional learning: The supervisor could see or hear:

• supervised online tutoring of individuals or a small group of students using a co-teaching model with the classroom teacher

• team teaching evidence

• sharing of resources

• collaborative planning and preparation

• participation in assessment moderation activities and discussions (if possible)

• review of and reflection on professional learning undertaken

• evidence of online work with external professionals and community representatives
Section 3

Explicitly focuses on professional practice.

Linking evidence examples to specific standard descriptors.

The following table includes suggestions or questions that target the professional practice of pre-service teachers. This table explicitly focuses on each descriptor in Standard 4 'create and maintain supportive and safe learning environments' during flexible professional experience placements. It includes a link to where this practice maybe demonstrated in the evidence.
### Graduate Teacher Standard descriptor

#### 4.1.1

**Practices that demonstrate achievement of 4.1.1 during final flexible professional experience placement.**

<table>
<thead>
<tr>
<th>Support student participation</th>
<th>Where could you see this professional practice in the evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td>• Observations of PST interaction with students where possible and professional discussions with ST or other colleagues.</td>
</tr>
<tr>
<td>• How is the PST supporting online/remote teaching and/or face-to-face teaching and/or alternative learning opportunities offered at your school?</td>
<td>• Management and use of feedback examples (Page 4)</td>
</tr>
<tr>
<td>• How was rapport established (online or face to face) and was it responsive to the immediate student needs?</td>
<td>• PST Formative assessment of student learning – immediate adjustment via online or face to face.</td>
</tr>
<tr>
<td>• What teaching strategies were used to encourage students to be involved (participate) in the learning activity?</td>
<td>• Informal summative assessment e.g. AVID strategies or 3-2-1</td>
</tr>
<tr>
<td>For example:</td>
<td>• Curriculum planning documents examples (Page 3)</td>
</tr>
<tr>
<td>o uses a range of communication strategies including changing the examples used to explain the activity if student(s) need support; asking and answering questions, seeking students’ feedback; actively listening.</td>
<td>• PST reflection examples (Page 4)</td>
</tr>
<tr>
<td>o having learning options including both online and kinesthetic.</td>
<td></td>
</tr>
<tr>
<td>o being accessible to all students</td>
<td></td>
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<tr>
<td>o identify the literacy and/or numeracy strategies used and reasoning.</td>
<td></td>
</tr>
<tr>
<td>o PST reflection notes on student participation (also 4.4.1, 3.5.1, 2.5.1, 1.6.1, 1.1.1).</td>
<td></td>
</tr>
<tr>
<td>• What teaching strategies were used to engage students in the learning activity?</td>
<td></td>
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<tr>
<td>For example:</td>
<td></td>
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<tr>
<td>o adapting a lesson from student feedback.</td>
<td></td>
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<tr>
<td>o observe the PST immediately adjust a task or instructions to support student engagement.</td>
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<tr>
<td>o student interest areas were considered when developing learning resources.</td>
<td></td>
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<tr>
<td>o Learning activities built on students’ knowledge and/or skills.</td>
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<tr>
<td>o PST reflection notes on student engagement (also 3.2.1, 2.2.1,1.5.1, 1.1.1)</td>
<td></td>
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</tbody>
</table>

**Illustration of practice** and example of *working towards* 4.1.1
### Graduate Teacher Standard descriptor

#### Practices that demonstrate achievement of 4.2.1 during final flexible professional experience placement.

<table>
<thead>
<tr>
<th>4.2.1</th>
<th>Demonstrate the capacity to organise classroom activities and provide clear directions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Manage classroom activities</td>
</tr>
<tr>
<td></td>
<td>Where could you see this professional practice in the evidence?</td>
</tr>
<tr>
<td></td>
<td>• Do lessons start and finish on time?</td>
</tr>
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<td></td>
<td>• Is there evidence (in planning documents and observed) of effective class routines being</td>
</tr>
<tr>
<td></td>
<td>established?</td>
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<tr>
<td></td>
<td>For example</td>
</tr>
<tr>
<td></td>
<td>o Are students demonstrating the expectations for roll call, beginning the lesson and</td>
</tr>
<tr>
<td></td>
<td>ending the lesson?</td>
</tr>
<tr>
<td></td>
<td>o How were students involved in the negotiation and discussion of these expectations?</td>
</tr>
<tr>
<td></td>
<td>(also 4.1.1, 4.3.1)</td>
</tr>
<tr>
<td></td>
<td>o Is there a classroom management strategy to regain whole class attention?</td>
</tr>
<tr>
<td></td>
<td>o How are the timing of activities being managed?</td>
</tr>
<tr>
<td></td>
<td>• Observations and professional discussions (Page 3)</td>
</tr>
<tr>
<td></td>
<td>• Management and use of feedback examples (Page 4)</td>
</tr>
<tr>
<td></td>
<td>• Curriculum planning documents examples (page 3) including lesson plans showing timing of</td>
</tr>
<tr>
<td></td>
<td>activities</td>
</tr>
</tbody>
</table>

**Illustration of practice and examples of ‘graduate achieved’ and ‘working towards’ 4.2.1**
<table>
<thead>
<tr>
<th>4.3.1</th>
<th>Manage challenging behaviour</th>
</tr>
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</table>
| Demonstrate knowledge of practical approaches to manage challenging behaviour. | • Do they engage with online professional learning? For example, ‘Setting up for success’ professional learning sessions that targets practical approaches to managing online or classroom challenging behaviours.  
• Have you collaborative develop a classroom management plan that outlines:  
  − practical approaches to supervising students who need to be at school.  
  − practical approaches to manage the Departments expectations for online learning.  
• How PST reacts when students do not submit their online work or booklets – how do they actively engage students in completing work? How are the PSTs engaging with parents to support student learning (also 7.3.1)? |

**Observations and professional discussions (Page 3)**  
**Collaboration and professional learning (Page 4)**  
**Management and use of feedback examples (Page 4)**
<table>
<thead>
<tr>
<th>Graduate Teacher Standard descriptor</th>
<th>Practices that demonstrate achievement of 4.4.1 during final flexible professional experience placement.</th>
<th>Where could you see this professional practice in the evidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1</td>
<td>Maintain student safety</td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrate knowledge of practical approaches to manage challenging behaviour. | • Can PST:  
  o describe current wellbeing strategies  
  o recognise student wellbeing continues to be our highest priority at this time?  
  o describe and support strategies for ‘families that need schools to be open’ and discusses ‘high risk’ student support.  
  
  • Has the PST observed the implementation of wellbeing strategies and can describes the impact they have on the family/student/learning?  
  
  • Does the PST identify and reward students for quality work or effort?  
  
  • Did the PST research, discuss or promote external agencies that support wellbeing? (also 7.4.1) |  
  ▪ Observations and professional discussions (Page 3) PST reflections notes following observations.  
  ▪ Management and use of feedback examples (Page 4) Formative assessment of student learning and/or engagement. |

Example of 'graduate achieved' 4.4.1
## Graduate Teacher

### Standard descriptor

Practices that demonstrate achievement of 4.5.1 during final flexible professional experience placement.

<table>
<thead>
<tr>
<th>4.5.1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Use ICT safely, responsibly and ethically</td>
<td>Where could you see this professional practice in the evidence?</td>
</tr>
</tbody>
</table>

**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.**

- How has the PST demonstrated an understanding of the ‘Guidelines to support schools using live video with students’?
  - For example:
    - understands that no one can record live lessons.
    - setting up the classroom to ensure supervised interactions. Students should not be left unsupervised during online lessons and teachers should wait for all students to leave the session before leaving the session. (also 4.4.1)
    - any classroom engagement needs to be in the presence of the staff member.

- Have they demonstrated an understanding of the relevant issues relating to Covid19 ‘advice for school based staff’ and the strategies available to support level 4 restrictions (also 4.4.1)

- Was relevant ‘professional learning on demand’ completed and how did they use the strategies suggested.

- How have they demonstrated their understanding of relevant issues and the strategies available to support safety, responsible and ethical use of ICT in learning and teaching.
  - For example:
    - referencing the intellectual property used in lessons.
    - using learning platforms settings to ensure safety.
    - respecting audiences and being aware of the portrayal of them self and others.
    - Promote cyber safety strategies (also 7.2.1)

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**Example of working towards graduate 4.5.1**

- Observations and professional discussions (Page 3)
- Collaboration and professional learning (Page 4)
- Management and use of feedback examples (Page 4)