



Professional Experience Handbook

Master of Teaching
(Primary) E778



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► About This Guide

This guide is designed to support both preservice teachers (PSTs) and mentors through the Professional Experience stages embedded within the Master of Teaching (Primary) E778.

It provides a clear overview of the structure, expectations, and purpose of Professional Experience, helping everyone to understand how each placement fits within the course and how mentors can best support PSTs development as education professionals.

Professional Experience is a partnership between PSTs, mentors, and the University. Together, we aim to create learning environments that are inclusive, reflective, and grounded in the Australian Professional Standards for Teachers (Graduate level), ensuring that PSTs graduate confident, capable, and ready to enter the teaching profession.

For PSTs, this guide provides a clear picture of what you should be doing at each stage of your placement and how to make the most of the experience.

For mentors, this guide offers practical tips and insights to help guide your PSTs with confidence and clarity.



► Understanding the placement expectations

Teaching opportunities vary across settings and students come to placement with various levels of experience.

For this reason, we intentionally do not prescribe a fixed number of lessons. Instead, the focus is on how the PST participates, builds their practice, and develops over time.

The Placement Stages Overview guides PSTs and mentors *what to do*. The AITSL Standards Examples help understand *how that work is assessed*.

1. Placement Stages Overview

Accomplished

Teaching Expectations
At this stage, PSTs are typically expected to:

- **Plan, teach, and evaluate sequences of lessons** aligned to curriculum requirements
- **Lead whole-class learning across multiple lessons and days**
- Use assessment evidence to inform planning and adjust teaching
- Differentiate learning to respond to students' needs, abilities, and engagement
- Work collaboratively with teachers and school staff in a professional manner, including contributing to planning and communication where appropriate

MID-STAGE CHECKPOINT
The PST is consistently undertaking near-full teaching responsibilities, including planning and delivering a sequence of lessons and engaging in all aspects of the teaching cycle.

END OF STAGE
Planning and teaching a full lesson sequence (DTPA), progressing to a full graduating teacher load by the final week at a minimum, and often earlier where appropriate.

Typically 90-100% Graduating teacher load by mid-placement stage

Mid-Stage Checkpoint

This indicates typical progression by mid-placement.

Minimum Requirement:

This shows what you should be able to do by the end. Some PSTs may go beyond this depending on the setting.

Teaching Amount:

Indication of typical teaching load by mid-placement stage
Based on 5% teaching reduction for Graduate teachers in Victoria

Suggested Teaching

Examples of how you may build your practice across the placement. This will vary in different contexts.

2. AITSL Standards Examples in Practice

Standard 1 : Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of children

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children and students and how these may affect learning

Examples	Level
<ul style="list-style-type: none"> • Engage and communicate with student in age-appropriate ways and/or take on feedback from mentors to make adjustments (e.g. follows age-appropriate expectations and routines) 	E
<ul style="list-style-type: none"> • Use strength-based language to discuss students' strengths, interests, and learning needs 	E
<ul style="list-style-type: none"> • Ask respectful questions about students' strengths, interests and development that demonstrate curiosity and openness 	E
<ul style="list-style-type: none"> • Engage and communicate with student in age-appropriate ways and/or take on feedback from mentors to make adjustments (e.g. follows age-appropriate expectations and routines) 	C
<ul style="list-style-type: none"> • Use respectful strengths-based language to discuss student strengths, interests, and learning needs 	C
<ul style="list-style-type: none"> • Demonstrate developing understanding of differentiated children/student development within individual, small and whole group planning 	C
<ul style="list-style-type: none"> • Demonstrate respectful age- and developmental appropriate engagement with, and dialogue about, students/children in all aspects of the program, including use of strengths-based language, and the importance of understanding development in planning for learning. 	A
<ul style="list-style-type: none"> • Differentiates learning experiences based on knowledge of individual students/children's physical, social and intellectual development. 	A

Assessed Standard:

Your mentor needs to see you demonstrate these standards. If you can't show it directly, you can discuss it with your mentor.

Examples:

Not a checklist. Ideas to help you consider what demonstrating this standard might look like at your placement stage.

▶ Your Professional Experience Overview

Placement 1
EPR781 Orientation to the Teaching Profession
Level: Emerging Duration: 15 days

Placement 2
EPR782 Building Capacity in Professional Experience
Level: Consolidating Duration: ^20 days
^25 days if EPR781 =10 days prior to 2026.

Placement 3
EPR787 * Transition to the Profession 2
Level: Accomplished Duration: 25 days

*EPR786: Transition to the Profession is Part 1 of the unit set and supports preparation for EPR787. This unit does not include a professional experience placement.

► EPR781

Orientation to the Teaching Profession

Unit overview

This unit introduces the teaching profession and prepares pre-service teachers for their transition from learner to novice teacher. It examines the development of professional identity and philosophy through critical reflection and alignment with the AITSL Graduate Teacher Standards.

Students will explore the influence of personal beliefs, values, and experiences on teaching practice, alongside an analysis of contemporary issues in education, pedagogical theory, and teacher professionalism. The unit also focuses on ethical and legal responsibilities, the importance of ongoing professional learning, and classroom management strategies to enhance student learning and wellbeing within diverse educational contexts.

Assessment Tasks

Assessment task 1: Safer Learners Modules | 100 word reflection & completion of all modules | 10% | Week 2

Assessment task 2: Responding to students: case studies analysis | A recorded discussion and portfolio, equivalent to 2,500 words | 50% | Week 7

Assessment Task 3: Critical reflective essay & action plan | 2000 words | 40% | Week 12

Hurdle requirements

The completion of Professional Experience Placement is required as part of the minimum requirements for VIT registration.

Satisfactory completion of this Professional Experience Placement and unit assessment tasks are compulsory for the PST to pass the unit and progress onto the next Professional Experience Placement.

Professional Experience Portfolio (PEP)

PSTs: You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in assessments.

Mentors: PSTs collect examples and artefacts for their portfolio to support reflection and assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Duration: 15 days

Level: Emerging

Trimester 1 & 2

Core Content (ref page 24)



Active introductory participation, not just watching.

Teaching Expectations

At this stage, PSTs are typically expected to:

- Observe a range of teaching strategies and classroom management approaches
- **Support small groups or individual learners**
- Assist with classroom routines, transitions, and activities
- Take on small teaching moments as confidence develops e.g. warm ups, I do or We do, or brain breaks
- Co-plan or assist with lesson preparation
- Co-teach or assist with lesson delivery where confidence allows

MID-STAGE CHECKPOINT

The PST is moving beyond observation to actively participating in teaching and learning experiences by the mid-point of placement

END OF STAGE

The PST is actively participating in classroom life and contributing to teaching by collaborating with the mentor and working with students, not just watching.

Online Placement Report

This placement is assessed against the APSTs at the **Emerging level**.

The online placement report focuses on how the PST has demonstrated and evidenced the emerging level APSTs through their teaching practice.

General information about how the APSTs might be demonstrated at the emerging level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.



► EPR782

Building Capacity in Professional Experience

Unit overview

This unit focuses on building capacity in professional experience through the exploration of Applied Learning theories and practices. It examines the relationship between learning and learner identity, with an emphasis on designing and delivering learning sequences that foster hands-on, real-world engagement. Students will develop skills in Applied Learning pedagogy and practice, program and assessment design, and the use of critical feedback and reflection to enhance teaching effectiveness.

The unit introduces Cultural-Historical Activity Theory (CHAT) as a framework for analysing and improving teaching practices and explores the integration of emerging technologies, including AI, to support diverse learners in contemporary educational settings.

Assessment Tasks

AT1: Intensives reflection | 2-4 minute audio or video recording | 10% | Week 2

AT2: Online Quiz | 20 mins | 10% | Weeks 2-5

AT3: Artificial Intelligence in practice | 2000 words | 40% | Week 4

AT4: Applied Learning in contemporary classrooms | 2000 words | 40% | Week 4

Hurdle requirements

The completion of Professional Experience Placement is required as part of the minimum requirements for VIT registration.

Satisfactory completion of this Professional Experience Placement and unit assessment tasks are compulsory for the PST to pass the unit and progress onto the next Professional Experience Placement.

Professional Experience Portfolio (PEP)

PSTs: You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in assessments.

Mentors: PSTs collect examples and artefacts for their portfolio to support reflection and assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Duration: 20 days

Level: Consolidating

Trimester 1 & 2

Core Content (ref page 24)



Designated ALT Visit

Typically 50% Graduating teacher load by mid-placement stage

Teaching Expectations

At this stage, PSTs are typically expected to:

- Support classroom routines, transitions, and behaviour expectations with growing independence
- Plan and teach parts of lessons for individuals, small groups, and whole class learning
- **Lead sections of lessons moving to whole lessons with mentor guidance and feedback**
- Assess student learning and contributing to feedback using school approaches
- Use mentor feedback to refine teaching and improve student learning outcomes

MID-STAGE CHECKPOINT

The PST is co-planning and co-leading teaching activities, with progression towards full lessons evident by mid-placement.

END OF STAGE

The PST is teaching daily and taking on increasing responsibility including collaboratively planning and delivering full lessons.

Online Placement Report

This placement is assessed against the APSTs at the **Consolidating level**.

The online placement report focuses on how the PST has demonstrated and evidenced the emerging level APSTs through their teaching practice.

General information about how the APSTs might be demonstrated at the emerging level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.



► EPR786 Transition to the Profession

Unit overview

This capstone unit explores the influence of legislation on educational policies that inform teachers' work. Preservice teachers will engage with legislation, policy and practice particularly in differentiated teaching practices to support diverse learners, including learners with disabilities, and teaching, understanding and embedding Aboriginal and Torres Strait Islander histories, cultures and languages. Pre-service teachers will engage with the Teaching Professional Code of Conduct and Ethics.

Preservice teachers will engage with the influence of policy on assessment, theoretical understandings of assessment (assessment as, of, and for learning) and explore assessment strategies and practices. This includes how assessment data informs teaching decisions; assessment analysis and moderation practices to make consistent and comparable judgements; and methods of recording and reporting assessment data to students, parents and carers through various feedback measures.

Students will engage with varied strategies for working with parents, carers, professional teaching networks and community representatives to enhance their practice and professional learning. As part of their professional development, preservice teachers will conduct a self-audit to identify areas for further development, supported by collegial and professional conversations and complete the curation of their professional portfolio to document their achievements against the Australian Professional Standards for Graduate Teachers. This capstone unit provides the opportunity for pre-service teachers to demonstrate professional readiness against the Australian Professional Standards for Graduate Teachers.

Trimester 1 & 2

This unit is Part 1 of the Deakin Teaching Performance Assessment (DTPA) Unit Set.

- EPR786 may be completed before or at the same time as EPR787 – Transition to the Profession 2.
- The focus is on preparing and developing components required for the DTPA.

 There is no Professional Experience placement attached to this unit for E778

Assessment Tasks

AT1: Professional Conversation | 2000 words or equiv. | 40% | Week 4

AT2: Professional Experience Portfolio | 3000 words | 60% | Submitted with Deakin Teaching Performance Assessment (DTPA)



▶ EPR787 Transition to the Profession 2

Unit overview

Before graduation, all pre-service teachers in Australia, regardless of the program or mode of study, must reach the Graduate Career Stage of the Australian Professional Standards for Teachers. This capstone unit aims to deepen pre-service teachers' practice, skills and understandings of teaching as a profession and provide the opportunity to demonstrate these via the capstone assessment: the Deakin Teaching Performance Assessment (DTPA) and the final Professional Experience Placement in which the DTPA is situated. The DTPA is an externally accredited task aligned to the Australian Professional Standards for Graduate Teachers.

The key focus of the DTPA is the presentation of commentary and evidence that demonstrates your ability to implement the teaching and learning cycle with a specific group of learners during your final professional experience placement (in an early childhood setting or school). As such, the DTPA requires you to demonstrate and provide evidence of gathering, documenting, analysing, and reflecting on planning, teaching, and whole and individual class assessment and your teacher identity. Additionally, the DTPA requires you to critically examine legal and ethical codes, responsibilities, and professional standards in early years, primary, or secondary contexts. This unit supports pre-service teachers to be able to provide evidence of their professional readiness and the attributes of a Graduate Teacher.

Assessment Tasks

Deakin Teaching Performance Assessment (DTPA) | 100% | 3 weeks Post Placement |

Hurdle requirements

Satisfactory completion of the specified number of professional experience days is compulsory for course completion and in order to meet AITSL accreditation requirements. Students must successfully complete the Deakin Teaching Performance Assessment to be eligible for a pass in the unit.

Professional Experience Portfolio (PEP)

PSTs: You are expected to collect artefacts and observations for your PEP during placement. These will help you make connections between theory and practice and will be used in assessments.

Mentors: PSTs collect examples and artefacts for their portfolio to support reflection and assessments. These are not part of the placement assessment and should not impact the final report, though they may help guide your feedback discussions.

Duration: 25 days

Trimester 1 & 2

Level: Accomplished

Teaching Expectations

Typically 90-100%
Graduating teacher load
by mid-placement stage

At the Accomplished level, Preservice Teachers (PSTs) are expected to demonstrate a high level of independence and professional capability within a school setting. The focus is on applying practice confidently, refining professional judgement, and functioning as a near-graduate teacher.

At this stage, PSTs are typically expected to:

- **Plan, teach, and evaluate sequences of lessons** aligned to curriculum requirements
- **Lead whole-class learning across multiple lessons and days**
- Use assessment evidence to inform planning and adjust teaching
- Differentiate learning to respond to students' needs, abilities, and engagement
- Work collaboratively with teachers and school staff in a professional manner, including contributing to planning and communication where appropriate

MID-STAGE CHECKPOINT

The PST is consistently undertaking near-full teaching responsibilities, including planning and delivering a sequence of lessons and engaging in all aspects of the teaching cycle.

END OF STAGE

Planning and teaching a full lesson sequence (DTPA), progressing to a full graduating teacher load by the final week at a minimum, and often earlier where appropriate.

Online Placement Report

This placement is assessed against the APSTs at the **Accomplished level**.

The online placement report focuses on how the PST has demonstrated and evidenced the accomplished level APSTs through their teaching practice.

General information about how the APSTs might be demonstrated at the accomplished level are provided in *Appendix 1.1 General Placement Expectations* in this handbook.



► Your role as a Preservice Teacher (PST)

Before Placement

✓ Check your details

- Confirm your placement dates, host site, and mentor contact
- Contact your mentor to introduce yourself and confirm arrival details, including expected attendance, at least 1 week before start date

✓ Get prepared

- Review your Placement Expectations and Requirements (Emerging / Consolidating / Accomplished)
- For general examples of placement expectations *see Appendix 1.1 General Placement Expectations*
- Read this Course PEX Handbook carefully
- Make travel and childcare arrangements early to avoid absences

✓ Professional readiness

- Dress and act as a teacher from Day 1
- Bring your planning templates, and required ID/WWCC



Remember

You are a guest in your school or centre and a representative of Deakin University.
Show initiative, professionalism, and gratitude.



► Your role as a Preservice Teacher (PST)

During Placement

✓ Be proactive

- Arrive on time, prepared, and ready to engage.
- Ask questions, seek feedback, and reflect daily.

✓ Take responsibility

- Keep your attendance accurate and communicate any absences immediately.
- Share your lesson plans at least one day prior with your mentor.

✓ Seek and use feedback

- Ask for regular feedback from your mentor.
- Reflect on what you've learned and apply advice in future lessons.
- Feedback is part of your learning, not a sign of failure.

✓ Professional conversations

- Early: clarify expectations and goals.
- Mid: ask for feedback and adjust based on advice.
- Final: reflect on growth and next steps.



► Your role as a Preservice Teacher (PST)

Placement Assessment

- ✓ **Understand what you are being assessed on**
 - You are responsible for knowing the placement expectations and requirements in accordance with the APSTs that you will be assessed on for your stage.
- ✓ **Take accountability for your learning**
 - Ask questions early if you are unsure about what is expected.
 - Keep records of your lesson plans, reflections, and feedback to show evidence of your growth.
- ✓ **Understand how you are assessed**
 - Your mentor completes a final online report at the end of placement.
 - You will receive a copy of your report via your Deakin email once finalised.
- ✓ **Act early if concerns arise**
 - Discuss any concerns directly with your mentor first.
 - If issues continue or you need help, contact the PEO via PlaceMate.



▶ The Mentor Role in Supporting Placement

Before Placement

✓ Confirm details

- Check placement dates and the PSTs year level.
- Reach out to Deakin's PEO if you have not heard from your PST at least one week prior to placement starting

✓ Get ready

- Provide timetable and teaching context.
- Set expectations for attendance, dress, and communication.

✓ Know your role

- Review the Placement Expectations (Emerging / Consolidating / Accomplished) *See Appendix 1.1 General Placement Expectations*
- Ask the PST to inform you of specific placement requirements (available to PSTs via their unit site)
- Review the Assessment Report so you know what evidence you'll need.



▶ The Mentor Role in Supporting Placement

During Placement

✓ Support and guide

- Start with small experiences and gradually increase teaching.
- Give feedback every day- short, specific, and actionable.

✓ Schedule key check-ins

- Early: goals and expectations
- Mid: progress and next steps
- Final: reflection and future focus

✓ Address issues early

- Speak with the PST first.
- If concern continues, submit a PULSE to the Professional Experience Office (PEO).

Remember:

You are not expected to “fix” every challenge. Your role is to guide, observe, and assess.
Early contact with Deakin helps us support both you and your student effectively.



▶ The Mentor Role in Supporting Placement

Assessment and Reporting

✓ Complete the online report

- Complete the report together as part of the concluding discussion with the PST
- Use the link emailed from Deakin's PEO.
- Submit by the due date.

✓ Be evidence-based

- Assess against the placement expectations.
- Ensure your comments match the feedback given throughout the placement.

✓ Need help submitting?

- Email: peo-placementsupport@deakin.edu.au
- Phone: 03 5227 1188



► Mentor–PST Conversations Across the Placement Journey

Building connection, reflection, and growth- one chat at a time.

The table below is provided as a guide only. It is intended to support professional conversations and may be adapted to suit the context of the placement.

When	Purpose	Conversation Focus	What You Might Explore Together
1 Week Before Placement	Connect early and prepare	<ul style="list-style-type: none"> • Exchange introductions and expectations • Discuss hopes for the placement and any access needs • Share how you both like to communicate and receive feedback 	<ul style="list-style-type: none"> • Placement goals and priorities • Routines, arrival times, and daily structure • What support or adjustments might help the PST feel confident
Day 1	Build rapport and orientation	<ul style="list-style-type: none"> • Walk through the setting together and meet key staff • Talk about how each of you works best when learning and teaching • Set up regular check-ins that suit both of you 	<ul style="list-style-type: none"> • What professional behaviour looks like in your setting • Communication style (verbal feedback, written notes, reflection chats) • Questions either of you might have
End of Week 1	Reflect and adjust	<ul style="list-style-type: none"> • Take time to share first impressions – what’s working and what feels challenging • Review expectations and goals together • Identify small steps for the next week 	<ul style="list-style-type: none"> • Highlights from the first week • Clarifying tasks, routines, or timing • Agreed focus areas for improvement
Mid-Placement	Deepen reflection and growth	<ul style="list-style-type: none"> • Have a reflective chat – each person shares one thing they’ve learned or are proud of • Exchange feedback that focuses on progress and next steps • Co-plan opportunities to try new teaching experiences 	<ul style="list-style-type: none"> • Strengths that have emerged • Areas to stretch or refine • How to apply feedback in upcoming lessons
Pre-Final Week	Build confidence and prepare for assessment	<ul style="list-style-type: none"> • Review progress together using examples of growth • Discuss any remaining standards to demonstrate • Agree on final goals for the placement 	<ul style="list-style-type: none"> • Evidence and examples for the final report • What still feels uncertain or needs more practice • How both of you can support a strong finish
Final Week	Reflect and celebrate	<ul style="list-style-type: none"> • Celebrate growth and talk about next steps • Share honest, balanced reflections – what worked well and what could be different next time • Express appreciation for the shared learning journey 	<ul style="list-style-type: none"> • Key takeaways from the experience • Advice for future placements or career goals • Acknowledgements and closure
After Placement (Optional)	Stay connected	<ul style="list-style-type: none"> • Keep in touch if appropriate – a short note or check-in can mean a lot • Reflect on the ongoing impact of the experience • Explore future collaboration or mentoring opportunities 	<ul style="list-style-type: none"> • How the placement influenced future goals • Invitations to reconnect or share updates • Potential reference or networking support

► Support whilst on Placement

Deakin PULSE *for mentors*

- Short online check-in anytime during placement
- Use the traffic-light system : Green (on track), Yellow (needs support), Red (urgent concern)
- Helps identify early successes or challenges so we can offer timely support
- *Not a report*- just a simple snapshot to guide next steps and strengthen progress

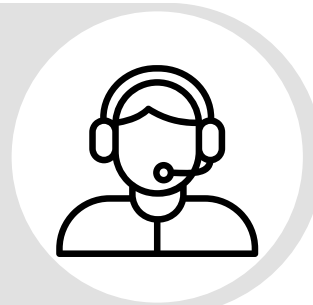


Deakin PlaceMate *for PSTs*

- Your go-to tool for support while on placement
- Reach out for help or flag a concern in just a few clicks
- Get connected with the right Deakin team quickly and confidentially
- Access key information, contacts and wellbeing support anytime
- Designed to help you stay safe, supported and focused on your learning



Placement made easier with connected, on-demand support



► Academic Liaison Team (ALT)

On-Site Visits and Support

ALT placement visits are designed to support learning and strengthen the partnership between the University, mentor and PST.

When visits happen

Each course includes one designated placement unit where every PST receives a visit from an ALT, either in person or online depending on location. This unit will be marked on the Unit Overview page within this handbook.

Across other placements, support is provided responsively rather than routinely. The University intentionally directs academic resources where they are most needed. An academic visit is one possible support option and may be arranged following a PULSE or PlaceMate submission, or where a mentor, school/centre, or preservice teacher indicates additional assistance would be helpful.

Purpose of the visit

The visit is collaborative and developmental. It aims to:

- support the PST's progress toward the standards
- provide mentors an opportunity to ask questions or clarify expectations
- identify strengths and next steps
- address small concerns early before they become larger issues
- ensure the placement experience is positive and manageable for all parties

The discussion typically involves the mentor teacher, PST, and ALT together.



PST Tip:

Check your Deakin email regularly when on placement with a dedicated visit. Your ALT will reach out via email to arrange a mutually suitable time to meet.



ALT visits are a check-in, not a judgement. They are intended to help mentors and PSTs work together, confirm expectations, and ensure the placement stays on track.



► Professional Experience Portfolio (PEP)

Collect your learning, share your story.

The Professional Experience Portfolio (PEP) helps you collect, reflect, and showcase your development as a teacher. It brings together artefacts across your placements, creating a clear record of your growth throughout your course.

The PEP supports you to reflect on your practice, set goals, and align your learning with the APSTs, Graduate Level. It's both a learning and evidence tool, designed to help you make connections between your coursework, placements, and emerging teaching identity.

For mentors, the PEP provides a shared reference point to guide conversations, feedback, and goal setting.

For PSTs, the PEP is a place to demonstrate progress and readiness for the profession.

Keep your PEP organised and up to date, and use it to track how your confidence, capability, and professional identity develop over time.



▶ Permission to Teach (PTT) and Professional Experience

This information applies only to pre-service teachers (PSTs) who are employed under a Permission to Teach (PTT) contract approved by the Victorian Institute of Teaching.

All PTT employment arrangements are organised directly between the PST and the school. The university is not involved in establishing or approving PTT contracts.

Completing Professional Experience While Employed Under PTT

A PST who is employed at a school under PTT may undertake their required professional experience at that same school, provided the following conditions are met:

- The professional experience component is clearly identified and scheduled as placement days.
- The PST is provided with a nominated supervising teacher who holds full registration.
- The supervising teacher undertakes formal observation, feedback and assessment in line with university requirements.
- The PST is supported to meet all assessment and reporting expectations of the placement.
- Professional experience must remain a supervised learning experience, even where the PST is employed in a teaching role at the school.

Key Distinction

PTT employment is a staffing arrangement between the school and the PST.

Professional experience is a university-mandated, supervised placement with defined assessment requirements.

! These two arrangements operate under different purposes and expectations, even when occurring at the same school. Professional Experience must be clearly defined, supervised and prioritised.



► Online Placement Report and Supervision Payment

The online assessment is the final, summative record of a PST's performance on placement. It is completed by the mentor upon completion of the placement days. The report captures how the PST has demonstrated and evidenced the APSTs for their placement.

Although it's submitted at the end, the quality of this final report depends on ongoing feedback and early communication throughout the placement.

- 1 Access link via email sent to PST Coordinator/Centre Director with login details
- 2 Mark each standard as Met, Not Encountered or Not Met
- 3 Once submitted, a link to the claim form for completion will arrive in the Coordinator or Business Managers email that you have entered
- 4 Placement report is released to student after 7 business days

Understanding Assessment Terms

Mentors are asked to assess each standard using one of three ratings:

Met The PST has demonstrated or clearly explained how they would meet the standard. Evidence may come from classroom practice or from a professional discussion showing sound understanding.

Not Encountered The opportunity to demonstrate or discuss this standard did not arise during the placement. This may occur when certain teaching contexts or student needs were not present.

Not Met The PST had the opportunity to demonstrate or discuss the standard but did not yet meet the expected level of understanding or practice.

Practical Tips for Submitting

For Mentors

- Final reports should be submitted on the last day of placement
- Check details – ensure the PST's name, placement dates, and setting are correct at the top of the form.
- Discuss the final comments with the PST before submission. This helps avoid confusion and ensures shared understanding.
- Be specific and evidence-based. Provide examples that show how the PST demonstrated each domain in the report comment boxes.
- Submit once only. Once submitted, reports are locked and can't be edited, so double-check before pressing submit.

For PSTs

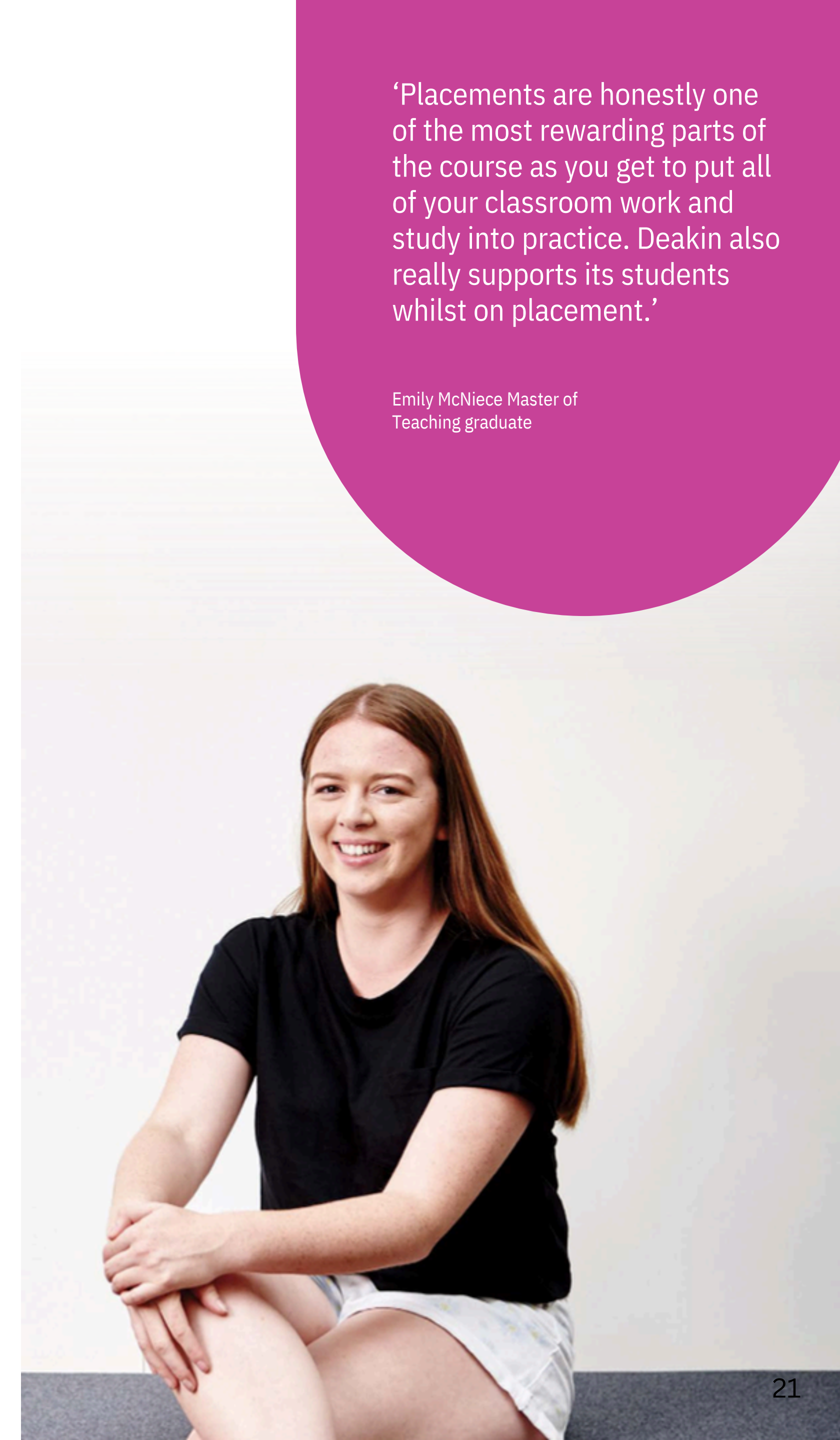
- Schedule a time with your mentor to discuss the report before submission. This is an important learning opportunity
- Save the emailed PDF copy for your records and upload it to your PEP.



Tip for mentors: if the PST could explain confidently what they would do in a given situation, this can be considered Met. If the situation never came up, select Not Encountered rather than Not Met.

'Placements are honestly one of the most rewarding parts of the course as you get to put all of your classroom work and study into practice. Deakin also really supports its students whilst on placement.'

Emily McNiece Master of Teaching graduate



Emerging

TEACHING EXPECTATIONS

At this stage, PSTs are typically expected to:

- Observe a range of teaching strategies and classroom management approaches
- **Support small groups or individual learners**
- Assist with classroom routines, transitions, and activities
- Take on small teaching moments as confidence develops e.g. warm ups, I do or We do, or brain breaks
- Co-plan or assist with lesson preparation
- Co-teach or assist with lesson delivery where confidence allows

MID-STAGE CHECKPOINT

The PST is moving beyond observation to actively participating in teaching and learning experiences by the mid-point of placement.

Where the Emerging stage has multiple placements including a short 5-day beginning placement, active participation may take longer.

END OF STAGE

The PST is actively participating in classroom life and contributing to teaching by collaborating with the mentor and working with students, not just watching.



Active introductory participation, not just watching.

Consolidating

Teaching Expectations

At this stage, PSTs are typically expected to:

- Support classroom routines, transitions, and behaviour expectations with growing independence
- Plan and teach parts of lessons for individuals, small groups, and whole class learning
- **Lead sections of lessons moving to whole lessons** with mentor guidance and feedback
- Assess student learning and contributing to feedback using school approaches
- Use mentor feedback to refine teaching and improve student learning outcomes

MID-STAGE CHECKPOINT

The PST is co-planning and co-leading teaching activities, with progression towards full lessons evident by mid-placement.

Where the Consolidating stage includes multiple placements:

- *First Placement: PSTs are leading whole-class teaching moments (for example, parts of lessons, warm-ups, I do or we do, or brain breaks)*
- *Subsequent Placements: students have delivered at least one full lesson with this increasing in regularity.*

END OF STAGE

The PST is teaching daily and taking on increasing responsibility including collaboratively planning and delivering full lessons.

Where the Consolidating stage has multiple placements:

- *First Placement: PSTs are working towards teaching at least one full lesson by the end of their first Consolidating placement.*
- *Subsequent placements: PSTs increase the regularity of teaching full lessons, with the aim to be teaching daily.*



Typically 50% Graduating teacher load by mid-placement stage

Accomplished

Teaching Expectations

At this stage, PSTs are typically expected to:

- **Plan, teach, and evaluate sequences of lessons** aligned to curriculum requirements
- **Lead whole-class learning across multiple lessons and days**
- Use assessment evidence to inform planning and adjust teaching
- Differentiate learning to respond to students' needs, abilities, and engagement
- Work collaboratively with teachers and school staff in a professional manner, including contributing to planning and communication where appropriate

MID-STAGE CHECKPOINT

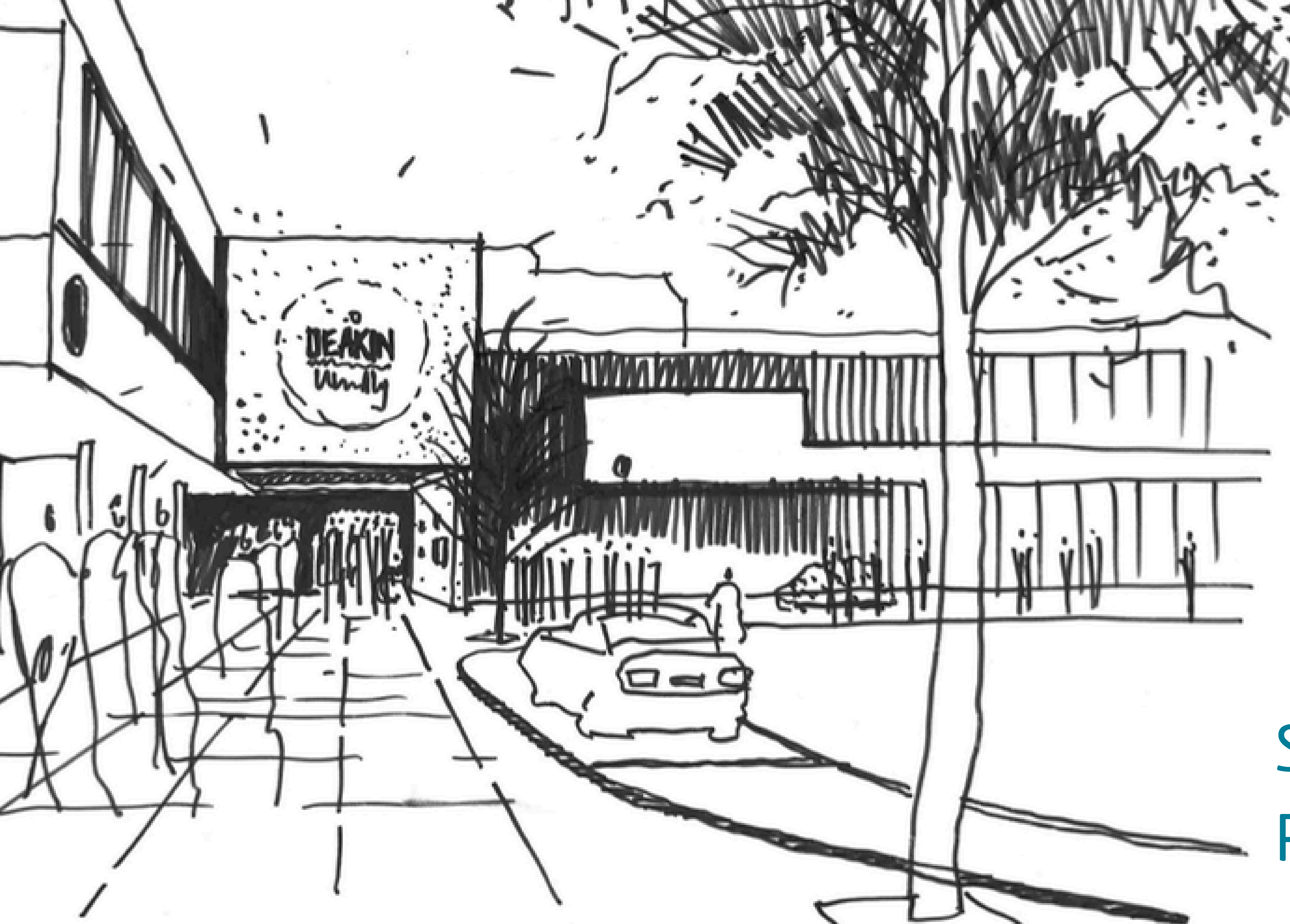
The PST is consistently undertaking near-full teaching responsibilities, including planning and delivering a sequence of lessons and engaging in all aspects of the teaching cycle.

END OF STAGE

Planning and teaching a full lesson sequence (DTPA), progressing to a full graduating teacher load by the final week at a minimum, and often earlier where appropriate.



Typically 90-100% Graduating teacher load by mid-placement stage



Supporting Resources

► Core Content in Professional Experience

Core content is the knowledge and practices considered essential for every pre-service teacher. It is mandated by AITSL's Accreditation Standards and Procedures for Initial Teacher Education.

In their first placement (EPR781), PSTs are engaging with Core Content Area 3: Classroom Management

During professional experience they should have opportunities to:

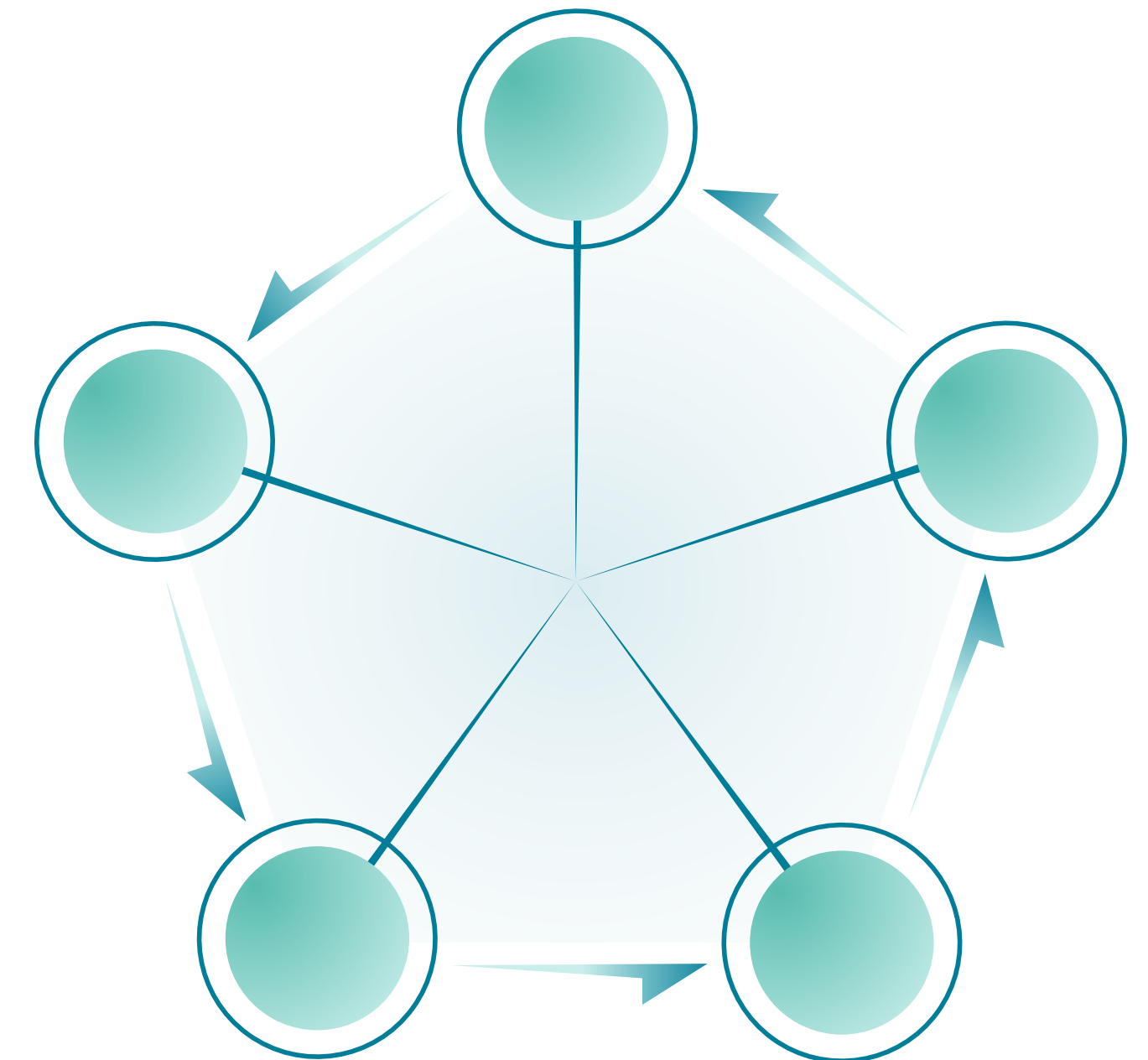
- Practise establishing clear rules, routines, and cues that help students respond quickly and maximise learning time.
- Observe and apply strategies for explicitly teaching and reinforcing classroom rules and routines.
- Use effective lesson routines such as lesson starters, reflections, discussion protocols, and smooth transitions between activities.
- Practise communicating and maintaining clear, high expectations to support positive behaviour, motivation, and accountability.
- Identify and apply teaching practices that promote engagement and prevent challenging behaviour.
- Respond to student behaviour consistently, calmly, and proportionally using both verbal and non-verbal strategies.
- Model professional and respectful behaviour, organisation, and punctuality to reinforce positive expectations for students.
- Practise using explicit teaching, scaffolding, chunking tasks, modelling, recall practice, and problem-solving strategies when supporting individual students or small groups.

In their second placement (EPR782), PSTs are also engaging with Core Content Area 3: Classroom Management

During professional experience they should have opportunities to:

- Practise using classroom rules and routines during professional experience to build confidence and readiness for teaching.
- Use structured lessons, explicit instruction, effective questioning, positive feedback, and strategies that reduce cognitive load to support student learning and participation.
- Practise setting ambitious but achievable goals with students and consistently reinforcing progress towards these goals.
- Build positive relationships with students to support engagement, behaviour, and learning outcomes.
- Create predictable and safe learning environments through consistent classroom organisation, routines, and use of space.
- Pre-plan and rehearse calm, proactive responses to behaviour, including prompts, pre-corrections, and feedback that reinforce high expectations.

Mentors play an important role in providing opportunities where this learning can be put into practice.





► Understanding the Professional Experience Framework

Australian Professional Standards for Teachers

.....
The APSTs as outlined by AITSL are aligned with three domains:

Professional Knowledge

Understanding children and how they learn, and knowing the content and how to teach it effectively.

Professional Practice

Planning, teaching, assessing, and creating safe, inclusive learning environments.

Professional Engagement

Reflecting on practice, working collaboratively with colleagues and families, and acting ethically and professionally.

At Deakin, these domains are assessed through five interconnected areas:

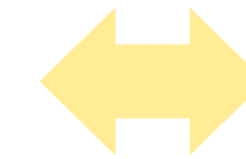
Section 1: Planning for Learning and Teaching

Section 2: Teaching Effectively

Section 3: Creating and Maintaining Supportive Learning Environments

Section 4: Assessing and Providing Feedback for Learning

Section 5: Demonstrating Professional and Ethical Conduct



Where to find examples of the APSTs in practice

General information about how to demonstrate and evidence the APSTs required for each Professional Experience Placement are contained in *Appendix 1.1 General Placement Expectations*





► Understanding the Professional Experience Framework

Professional Experience at Deakin is designed to support you grow from a beginning PST to a confident, classroom-ready professional.

Our approach aligns with the Australian Professional Standards for Teachers (APSTs) as outlined by the Australian Institute for Teaching and School Leadership (AITSL). These standards describe what teachers should know and be able to do at different career stages. During your course you will work towards demonstrating the APSTs at the Graduate Level.

Within the Graduate Level, Deakin recognises three developmental stages that represent your growth across the course: Emerging, Consolidating, and Accomplished.

These levels describe how your practice develops within the Graduate Level APSTs as you move towards becoming a confident, capable teacher.

Developmental Stages of Professional Experience

Stage	Description	Connection to Australian Professional Standards for Teachers , Graduate Level
Emerging	Beginning to understand the teacher’s role and how children learn. Observing, engaging, and linking theory to practice.	Demonstrating early progress toward key elements of the APSTs with guidance , conversation and reflection.
Consolidating	Building confidence and independence in planning, teaching, and assessment. Applying theory more consistently in practice.	Demonstrating capability across multiple APST domains with feedback and growing autonomy.
Accomplished	Demonstrating readiness for the profession through independent planning, leadership in practice, and reflective decision-making.	Meeting all APST descriptors consistently and independently.

Standard 1 : Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of children

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of children and students and how these may affect learning

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Engage and communicate with student in age-appropriate ways and/or take on feedback from mentors to make adjustments (e.g. follows age-appropriate expectations and routines) 	E
<ul style="list-style-type: none"> Use strength-based language to discuss students' strengths, interests, and learning needs 	E
<ul style="list-style-type: none"> Ask respectful questions about students' strengths, interests and development that demonstrate curiosity and openness 	E
<ul style="list-style-type: none"> Engage and communicate with student in age-appropriate ways and/or take on feedback from mentors to make adjustments (e.g. follows age-appropriate expectations and routines) 	C
<ul style="list-style-type: none"> Use respectful strengths-based language to discuss student strengths, interests, and learning needs 	C
<ul style="list-style-type: none"> Demonstrate developing understanding of differentiated children/student development within individual, small and whole group planning 	C
<ul style="list-style-type: none"> Demonstrate respectful age- and developmental appropriate engagement with, and dialogue about, students/children in all aspects of the program, including use of strengths-based language, and the importance of understanding development in planning for learning. 	A
<ul style="list-style-type: none"> Differentiates learning experiences based on knowledge of individual students/children's physical, social and intellectual development. 	A

Standard 1 : Know students and how they learn

1.2 Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> • Build positive relationships with students through conversation, interactions and observations 	(E)
<ul style="list-style-type: none"> • Demonstrate active engagement with student ideas and interests using open-ended questioning 	(E)
<ul style="list-style-type: none"> • Use observation and documentation of students' learning behaviours, processes, engagements and related teaching practices to inform individual and group planning, or conversations with mentor/staff 	(E)
<ul style="list-style-type: none"> • Discussions with mentor about student learning (e.g. when students appear most engaged or disengaged and possible reasons, how structure and routines impact student learning and engagement) 	(E)
<ul style="list-style-type: none"> • Build positive relationships with students/children through engagements that foster agency, curiosity and interests 	(C)
<ul style="list-style-type: none"> • With the guidance of your mentor (and any required permissions), select 2-4 focus learners. Use a range of strategies to collect background information about your focus learners (e.g., observation, existing data, conversation with students/children and teachers. For Early Childhood and Primary include conversations with families) 	(C)
<ul style="list-style-type: none"> • Observe and develop one or more forms of documentation/formative assessment for each of your focus students/children for each week of your placement (e.g., annotated work sample, anecdotal record, or an approach used by teachers in the school) 	(C)
<ul style="list-style-type: none"> • Identify and document some overall interests of the whole group of students/children. What knowledge about these interests are students demonstrating? 	(C)
<ul style="list-style-type: none"> • Apply evidence-based teaching strategies (e.g., explicit instruction, inquiry-based learning, cooperative learning) that align with research on how children learn. 	(A)
<ul style="list-style-type: none"> • Use formative assessment data to adapt teaching approaches and ensure alignment with students' cognitive and developmental needs. 	(A)
<ul style="list-style-type: none"> • Incorporate strategies from cognitive science, such as retrieval practice, spaced repetition, and scaffolding, to enhance student learning outcomes. 	(A)
<ul style="list-style-type: none"> • Demonstrate flexibility in lesson delivery, adjusting strategies in response to student engagement and understanding. 	(A)

Standard 1 : Know students and how they learn

1.3 Children with diverse linguistic, cultural, religious and socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> • Orientation to the school/school and classroom – ask questions about student diversity 	(E)
<ul style="list-style-type: none"> • Demonstrate respect for diversity in language, culture and backgrounds through conversations and actions with teachers, educators, children and families 	(E)
<ul style="list-style-type: none"> • Demonstrate awareness of bias and stereotypes and use inclusive/participatory education strategies to support professional practices and engagements. 	(E)
<ul style="list-style-type: none"> • Orientate yourself to the setting using a range of appropriate sources for your setting (e.g. My School, ACARA, AEDC, ICSEA, AIATSIS). Research the following: <ul style="list-style-type: none"> ◦ Location of Setting management type/rating of Setting philosophy ◦ Socioeconomic factors in the community ◦ Cultural and linguistic diversity in the community (e.g. % of families born overseas) ◦ Traditional owners of the land/local Indigenous groups and their connection to the setting/ important local Indigenous sites ◦ Other important community relationships/ features important to the context (e.g. geography, community history) 	(C)
<ul style="list-style-type: none"> • Write some notes and a reflection on the above research that focuses on the following: <ul style="list-style-type: none"> ◦ An overarching 'picture' of the setting and its community ◦ The influence of the overarching picture on the philosophy of the setting 	(C)
<ul style="list-style-type: none"> • Demonstrate respect for diversity in language, culture and backgrounds through conversations and actions with educators, students/children and families 	(C)
<ul style="list-style-type: none"> • Demonstrate respect for diversity and equity through valuing and reflecting the practices and beliefs of students/children and families 	(C)
<ul style="list-style-type: none"> • Demonstrate awareness of anti-bias education and actively support students/children to feel comfortable and accepting of difference and provide children with the tools to respond to bias and stereotypes 	(C)
<ul style="list-style-type: none"> • Include strategies that accommodate diverse linguistic and cultural backgrounds in planning 	(C)

Standard 1 : Know students and how they learn

1.3 Children with diverse linguistic, cultural, religious and socioeconomic backgrounds

Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Emerging (E)
Consolidating (C)
Accomplished (A)

Examples	Level
• Demonstrate a disposition of respect for culture and diversity in all engagements and professional conduct.	(A)
• Embed culturally responsive teaching practices by integrating diverse perspectives, texts, and examples relevant to students' backgrounds.	(A)
• Acknowledge and respect students' cultural and linguistic identities by incorporating their lived experiences into learning activities.	(A)
• Demonstrate sensitivity to the impact of socioeconomic factors on learning by ensuring all students can access learning materials and participate fully in class activities.	(A)
• Collaborate with mentor teachers and support staff to identify and implement strategies that meet the needs of diverse learners.	(A)
• Encourage students to share their cultural knowledge and experiences in a way that promotes mutual respect and belonging.	(A)
• Engage in self-reflection and professional learning to strengthen cultural competence and understanding of systemic inequities in education.	(A)

Standard 1 : Know students and how they learn

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.

Emerging (E)
Consolidating (C)
Accomplished (A)

Examples	Level
<ul style="list-style-type: none">• Not assessed at Emerging Level	(E)
<ul style="list-style-type: none">• Not assessed at Consolidating Level	(C)
<ul style="list-style-type: none">• In collaboration with mentors and other teaching staff design teaching and learning experiences that incorporate equitable, inclusive and individualised strategies and assessments to meet the specific learning needs of all students/children across the full range of abilities.	(A)
<ul style="list-style-type: none">• Differentiate learning experiences to ensure multisensory learning and creative environments that emphasise students' access and participation.	(A)
<ul style="list-style-type: none">• Implement effective participatory education strategies and learning experiences to reduce barriers to student participation.	(A)

Standard 1 : Know students and how they learn

2.2 Content selection and organisation

Organise content into an effective teaching and learning sequences and/or experiences

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Take a proactive approach to learn about teacher’s/educator’s current program planning methods, familiarise yourself with the classroom layout (i.e., draw a map of the room and outdoor space) 	(E)
<ul style="list-style-type: none"> Demonstrate understanding of the value of daily routines for embedding learning (e.g. give time and careful attention to supporting children in daily routines) 	(E)
<ul style="list-style-type: none"> Work with mentor to set up and implement one or more learning experiences as per the planned programme or as initiated by the PST 	(E)
<ul style="list-style-type: none"> Demonstrate understanding of age- and developmentally appropriate content 	(C)
<ul style="list-style-type: none"> Demonstrate understanding of appropriate sequencing of content within planning for focus learners, small and whole group learning experiences 	(C)
<ul style="list-style-type: none"> Use an integrated approach to weave multiple disciplines of learning, such as literacy, numeracy, and wellbeing together in learning experiences 	(C)
<ul style="list-style-type: none"> Demonstrate understanding that routines are an opportunity for meaningful engagement, learning and supporting student’s/children’s wellbeing. 	(A)
<ul style="list-style-type: none"> Design and implement a structured sequence of lessons or learning experiences that build on prior knowledge and scaffold student understanding. 	(A)
<ul style="list-style-type: none"> Demonstrate flexibility in lesson organisation, adapting sequences in response to student needs and engagement levels. 	(A)
<ul style="list-style-type: none"> Reflect on the effectiveness of lesson sequencing and content organisation, seeking feedback from the mentor teacher and refining approaches accordingly. 	(A)

Standard 1 : Know students and how they learn

2.3 Curriculum, design and reporting

Use curriculum, assessment and reporting knowledge to design learning sequences, experiences and lesson plans.

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> • Show interest in developing an understanding of students' prior knowledge and experiences 	E
<ul style="list-style-type: none"> • Demonstrate awareness of and/or interest in assessment and reporting strategies for students 	E
<ul style="list-style-type: none"> • Use formative assessment in planning and teaching – this can include conversations about activities with the teacher rather than teaching, but could also include team teaching, small group activities, or whole class. 	E
<ul style="list-style-type: none"> • Demonstrate understanding of the planning cycle as indicated in the Vic Curriculum (EYLF for Early Childhood) or other approved learning framework – apply the planning cycle in planning for focus students/children, small and whole group learning experiences 	C
<ul style="list-style-type: none"> • Demonstrate understanding of age- and developmentally appropriate assessment and reporting strategies for students/children 	C
<ul style="list-style-type: none"> • Ensure designed learning experiences and planning are contextual, relevant and effectively communicated to other staff in a timely manner 	C
<ul style="list-style-type: none"> • Demonstrate competence using the planning cycle and curriculum documents to plan, assess and report for individual, small group, and whole group learning. 	A
<ul style="list-style-type: none"> • Use the planning cycle to design well-structured learning sequences and experiences that align with curriculum frameworks (e.g., Victorian Curriculum, EYLF, VEYLDF, VCE, VCAL). 	A
<ul style="list-style-type: none"> • Incorporate clear learning objectives and success criteria in lesson plans to ensure alignment with curriculum standards and student learning goals. 	A

Standard 1 : Know students and how they learn

2.5 Literacy and numeracy strategies

Know and understand literacy and numeracy teaching strategies and their application in and across teaching areas

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	E
<ul style="list-style-type: none"> Demonstrate a range of strategies for promoting literacy and numeracy development through different teaching areas (eg., literacy, numeracy, wellbeing) 	C
<ul style="list-style-type: none"> Facilitate and model connectons to literacy and numeracy 	C
<ul style="list-style-type: none"> Explicitly incorporate literacy and numeracy strategies within all learning areas, ensuring students develop essential skills across the curriculum. 	A
<ul style="list-style-type: none"> Use evidence-based strategies such as phonics instruction, vocabulary development, guided reading, and comprehension strategies to support literacy development. 	A
<ul style="list-style-type: none"> Implement numeracy strategies such as hands-on manipulatives, problem-solving approaches, and real-world applications to enhance mathematical understanding. 	A
<ul style="list-style-type: none"> Analyse students'/children's data to identify literacy and numeracy needs and adjust teaching strategies accordingly. 	A
<ul style="list-style-type: none"> Collaborate with mentor teachers and literacy/numeracy specialists to implement best practices in teaching literacy and numeracy skills 	A
Primary and Secondary <ul style="list-style-type: none"> Integrate literacy and numeracy skills into subject-specific lessons (e.g., using data interpretation in science, writing persuasive texts in humanities, or financial literacy in mathematics). 	A
<ul style="list-style-type: none"> Scaffold learning by incorporating visual supports, sentence stems, and structured frameworks to support student comprehension and mathematical reasoning. 	A

Standard 1 : Know students and how they learn

3.1 Establish challenging learning goals

Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging Level 	(E)
<ul style="list-style-type: none"> Not assessed at Consolidating Level 	(C)
<ul style="list-style-type: none"> Design tasks with multiple entry points to ensure students of varying abilities can engage meaningfully while being appropriately challenged. Implement scaffolding techniques such as modelling, guided practice, and questioning to support students in reaching challenging learning goals. Provide targeted feedback that encourages a growth mindset by reinforcing effort, strategies, and perseverance in achieving goals. Adjust learning goals and expectations in response to student/children progress and engagement, ensuring continuous challenge and development. Use assessment data and student observations to set differentiated learning goals that challenge all students while remaining achievable. Co-construct learning goals with students, encouraging them to take ownership of their learning and develop self-regulation skills. Use success criteria and learning intentions to provide clear expectations and help students track their progress. Collaborate with mentor teachers and support staff to refine learning goals for students with additional learning needs, ensuring high expectations and achievable outcomes. 	(A) (A) (A) (A) (A) (A) (A)

Standard 1 : Know students and how they learn

3.2 Plan, structure and sequence learning programs

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging Level 	(E)
<ul style="list-style-type: none"> Reflect on and evaluate (written or verbal) all planned and implemented learning experiences – use these reflections to inform future/follow up experiences. Seek and critically reflect on feedback from your mentor. 	(C)
<ul style="list-style-type: none"> Take full responsibility for planning and leading one lesson each day. Your level of responsibility should increase with each placement. 	(C)
<ul style="list-style-type: none"> Design lesson sequences that follow a logical progression, ensuring concepts build on prior knowledge and support deeper understanding over time. 	(A)
<ul style="list-style-type: none"> Use a range of teaching strategies (e.g., explicit instruction, inquiry-based learning, hands-on experiences, collaborative activities) to engage diverse learners. 	(A)
<ul style="list-style-type: none"> Plan for differentiation by adjusting content, process, and learning goals to cater to varied abilities, learning styles, and backgrounds. 	(A)
<ul style="list-style-type: none"> Ensure lesson sequences incorporate opportunities for students to develop critical thinking, problem-solving, and self-regulation skills. 	(A)
<ul style="list-style-type: none"> Balance structured and flexible learning experiences to allow for both educator-guided instruction and student-led exploration. 	(A)

Section 2: Teaching Effectively

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 background

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging Level 	(E)
<ul style="list-style-type: none"> Demonstrate, through discussion with your mentor and other educators, understanding of the impact of generational trauma on students/children from Aboriginal and Torres Strait Islander backgrounds Ask your mentor about students/children from Aboriginal and Torres Strait Islander backgrounds in the setting Discuss specific strategies for teaching Aboriginal and Torres Strait Islander students/children Be open to new ideas and ways of thinking about Aboriginal and Torres Strait Islander knowledges, culture and experience 	(C)
<ul style="list-style-type: none"> Demonstrate an awareness of the impact of generational trauma on learning and wellbeing by using trauma-informed teaching strategies such as predictable routines, culturally safe spaces, and positive reinforcement. Discuss with your mentor teacher the strengths, learning needs, and backgrounds of Aboriginal and Torres Strait Islander students to better understand how to support them in the classroom. Use culturally responsive teaching strategies such as embedding Aboriginal and Torres Strait Islander perspectives in lesson content, acknowledging and valuing students' cultural identities, and incorporating Indigenous pedagogies (e.g., yarning circles, storytelling, kinship connections). 	(A)

Section 2: Teaching Effectively

2.1 Content and teaching strategies of the teaching area

Demonstrate knowledge and understanding of the concepts, substance and structure of the content relating to a broad range of teaching area

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> • Demonstrate knowledge through discussion, reflection, teaching or planning of: <ul style="list-style-type: none"> ◦ how curriculum and learning frameworks guide teaching and planning. ◦ how different teaching strategies support subject-specific learning and student engagement. ◦ how different subjects are integrated into classroom learning. 	E
<ul style="list-style-type: none"> • Make appropriate links to the Victorian Curriculum (and EYLF for Early Childhood) or other approved learning framework in planning for focus children, and whole group learning experiences. 	C
<ul style="list-style-type: none"> • Discuss with your mentor teacher the key concepts and structure of the curriculum in your teaching area and how they inform lesson planning. 	C
<ul style="list-style-type: none"> • Observe and reflect on how your mentor teacher sequences content and selects teaching strategies to support student/child learning in a specific subject or learning area. 	C
<ul style="list-style-type: none"> • Seek feedback from your mentor on the effectiveness of different teaching strategies you have used to teach key concepts and adjust your approach based on their advice. 	C
<ul style="list-style-type: none"> • Align lesson plans with the Victorian or Australian Curriculum (EYLF for Early Childhood), ensuring learning objectives and activities are grounded in relevant content descriptions and achievement standards. 	A
<ul style="list-style-type: none"> • Demonstrate an understanding of key discipline-specific concepts by structuring learning sequences that progressively build knowledge and skills within a subject area. 	A
<ul style="list-style-type: none"> • Engage in reflective discussions with mentor teachers and colleagues about effective content delivery and innovative teaching strategies to enhance student learning. 	A

Section 2: Teaching Effectively

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.

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> • Demonstrate interest in learning about approaches to understanding, respecting, and planning for integrating Aboriginal and Torres Strait Island perspectives in the program (e.g. ask how this is implemented in practice) 	E
<ul style="list-style-type: none"> • Learn who the Aboriginal and/or Torres Strait Islander custodians of the local area are, their histories, knowledges, and cultures – write half a page about what you learnt 	E
<ul style="list-style-type: none"> • Identify important local Aboriginal and Torres Strait Islander sites 	E
<ul style="list-style-type: none"> • Learn who the Aboriginal and/or Torres Strait Islander custodians/sites of the local area are, their histories, knowledges, and cultures 	C
<ul style="list-style-type: none"> • Demonstrate curiosity about how to develop relationships with Aboriginal and Torres Strait Islander communities 	C
<ul style="list-style-type: none"> • Ask your mentor how the school/centre embeds cultural perspectives (including Aboriginal and Torres Strait Islander) in the program 	C
<ul style="list-style-type: none"> • Observe and document how Aboriginal and Torres Strait Islander perspectives are integrated into lessons and classroom environments, such as through visual displays, language use, or cultural protocol 	C

Section 2: Teaching Effectively

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.

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
• Engage in discussions with your mentor teacher and school/centre staff about how Aboriginal and Torres Strait Islander perspectives are embedded in the curriculum and broader learning environment.	A
• Research the local Aboriginal and Torres Strait Islander community, including the Traditional Custodians of the land, and explore how their histories, cultures, and languages can be respectfully incorporated into teaching.	A
• Plan and implement learning experiences that authentically embed Aboriginal and Torres Strait Islander knowledges, perspectives, and ways of learning, ensuring cultural sensitivity and relevance.	A
• Use Indigenous-authored resources, texts, and storytelling as part of learning experiences in literacy, history, the arts, science, and other curriculum areas.	A
• Acknowledge and respect Indigenous ways of learning by incorporating oral traditions, yarning circles, connection to Country, and holistic learning approaches in lessons.	A
• Critically reflect on your own understanding and biases related to Aboriginal and Torres Strait Islander histories and cultures, seeking professional learning to deepen your cultural competence.	A

Section 2: Teaching Effectively

2.6 Information and Communication Technology (ICT)

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	(E)
<ul style="list-style-type: none"> Include the use of ICT in planning for focus students and whole group learning experiences, where appropriate 	(C)
<ul style="list-style-type: none"> Demonstrate an understanding of the role of technology in Early Childhood education 	(C)
<ul style="list-style-type: none"> Include the use of ICT in planning for play-based and intentional learning situations for focus children, small and whole group learning experiences, where appropriate 	(C)
<ul style="list-style-type: none"> Discuss the possible benefits and disadvantages of using ICT in Early Childhood education. 	(C)
<ul style="list-style-type: none"> Integrate ICT purposefully into lesson planning by using digital tools (e.g., interactive whiteboards, educational apps, online collaboration platforms) to enhance student engagement and learning outcomes. 	(A)
<ul style="list-style-type: none"> Use a variety of ICT tools available in the setting to differentiate instruction and support diverse learning needs. 	(A)
<ul style="list-style-type: none"> Model the effective and ethical use of ICT in the classroom, including online safety, appropriate research practices, and responsible social media use (where applicable). 	(A)
<ul style="list-style-type: none"> Collaborate with mentor teachers and colleagues to explore new ways of integrating ICT into learning sequences across different curriculum areas. 	(A)

Section 2: Teaching Effectively

3.3 Use teaching strategies

Include a range of teaching strategies.

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Initiate and respond collaboratively to daily interactions and conversations with students/children 	(E)
<ul style="list-style-type: none"> Use reciprocal language to scaffold student/children language and understanding 	(E)
<ul style="list-style-type: none"> Create supportive environments and transitions through the day that demonstrate respectful relationships with students/children and mentors/team 	(E)
<ul style="list-style-type: none"> Engage in a range of intentional teaching practices that support children's learning 	(E)
<ul style="list-style-type: none"> Demonstrate understanding of a range of teaching strategies including scaffolding, intentional teaching, explicit instruction. 	(C)
<ul style="list-style-type: none"> Include age and developmentally appropriate teaching strategies in planning for focus students, small and whole group learning experience 	(C)
<ul style="list-style-type: none"> Early Childhood and lower-Primary - Demonstrate understanding of a range of teaching strategies including scaffolding, intentional teaching, guided play and child-initiated learning 	(C)
<ul style="list-style-type: none"> Engage with children in play-based experiences, demonstrating the ability to take on different roles, including supervisor, observer, player and mediator 	(C)
<ul style="list-style-type: none"> Design and implement learning experiences that incorporate a variety of teaching strategies (e.g child/student-initiated, scaffolding, intentional teaching, guided play (ECE), guided inquiry, explicit teaching and teacher-led learning) to engage all learners effectively. 	(A)
<ul style="list-style-type: none"> Balance student/child-initiated and teacher-led learning experiences, ensuring opportunities for exploration while also providing structure and guidance. 	(A)
<ul style="list-style-type: none"> Use intentional teaching strategies, such as modelling, questioning, prompting, and thinkalouds, to extend student's/children's learning. 	(A)
<ul style="list-style-type: none"> Incorporate guided play and hands-on learning to support active engagement and deepen understanding of key concepts. 	(A)
<ul style="list-style-type: none"> Scaffold learning by providing step-by-step support, gradually releasing responsibility to foster students'/children's independence. 	(A)

Section 2: Teaching Effectively

3.4 Select and use resources

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> • Demonstrate understanding of age- and developmentally appropriate resources for use in school/centre 	E
<ul style="list-style-type: none"> • Support students'/children's understanding of balanced technology learning 	E
<ul style="list-style-type: none"> • Support mentor to set up learning experiences using developmentally appropriate resources, including a range of ICT resources such as digital cameras, iPads, stopwatches etc. as available in the setting 	E
<ul style="list-style-type: none"> • Discuss with your mentor teacher how to choose learning resources that align with curriculum outcomes and student/child needs. 	C
<ul style="list-style-type: none"> • Observe and reflect on how different resources, including ICT, are used in the learning environment to engage children/students. 	C
<ul style="list-style-type: none"> • Explore digital tools and interactive resources that support student/child engagement and discuss their benefits with your mentor. 	C
<ul style="list-style-type: none"> • Include a rich and diverse range of age- and developmentally appropriate resources in all planning. In choosing resources consider student/children safety, engagement and wellbeing. 	A
<ul style="list-style-type: none"> • Select a variety of high-quality, developmentally appropriate resources (e.g., books, manipulatives, digital tools, real-world materials) to enhance student engagement and learning outcomes. 	A
<ul style="list-style-type: none"> • Critically evaluate resources for age-appropriateness, curriculum alignment, and student safety, considering risks such as choking hazards in early childhood or cybersafety in ICT use. 	A
<ul style="list-style-type: none"> • Use open-ended resources (e.g., loose parts play in early childhood, manipulatives in mathematics, interactive simulations in science) to encourage student exploration and inquiry. 	A
<ul style="list-style-type: none"> • Reflect on the effectiveness of resources in engaging students and seek feedback from mentor teachers on resource selection and implementation 	A

Section 2: Teaching Effectively

3.5 Use effective classroom communication

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Use a variety of communication techniques, including verbal and non-verbal where appropriate 	E
<ul style="list-style-type: none"> Demonstrate active listening to students/children by giving full attention, attending to their feelings and verbal and non-verbal cues, maintaining eye contact, and responding in ways that are respectful, age-appropriate, and meaningful to each student/child 	E
<ul style="list-style-type: none"> Demonstrate actively listening to students/children by giving full attention, attending to their feelings and verbal and non-verbal cues, maintaining eye contact, and responding in ways that are respectful, age- and developmentally appropriate and meaningful to each student/child 	C
<ul style="list-style-type: none"> Demonstrate understanding of the value of open-ended questioning and questioning that extends students/children's ideas and thinking 	C
<ul style="list-style-type: none"> Engage in regular critical reflection to ensure the broad range of communication strategies used are consistent, respectful, inclusive and responsive to all children 	C
<ul style="list-style-type: none"> Engage in reciprocal, respectful, collaborative dialogue with children and teachers/educators/the team 	C
<ul style="list-style-type: none"> Demonstrate a range of communication strategies that are respectful and facilitate student engagement, including (but not limited to) verbal and non-verbal, open-ended questioning and instructions that empower student agency. 	A
<ul style="list-style-type: none"> Evaluate all classroom communication strategies, discuss with mentor and make adjustments where necessary. 	A
<ul style="list-style-type: none"> Use a variety of verbal and non-verbal communication strategies (e.g., tone, pace, gestures, facial expressions, body language) to enhance clarity and engagement in teaching. 	A
<ul style="list-style-type: none"> Employ open-ended questioning techniques to encourage deeper thinking, discussion, and student agency in learning. 	A
<ul style="list-style-type: none"> Provide clear, concise, and structured instructions, checking for understanding by asking students to repeat or demonstrate key steps. 	A
<ul style="list-style-type: none"> Use active listening skills (e.g., paraphrasing, eye contact, acknowledging student contributions) to create a respectful and supportive classroom environment. 	A

Section 2: Teaching Effectively

3.6 Evaluate and improve teaching programs

Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
<ul style="list-style-type: none">• Not assessed at Emerging level	E
<ul style="list-style-type: none">• Not assessed at Consolidating level	C
<ul style="list-style-type: none">• Engage in reflective discussions with mentor teachers and colleagues to analyse the effectiveness of lesson sequences and make evidence-based improvements.	A
<ul style="list-style-type: none">• Use student/children feedback and observations of engagement levels (e.g., student work samples, classroom participation, exit tickets) to assess the impact of teaching strategies and refine lesson planning.	A
<ul style="list-style-type: none">• Critically evaluate the effectiveness of different teaching approaches (e.g., inquiry-based learning, explicit instruction, collaborative learning) and adapt future lessons accordingly.	A
<ul style="list-style-type: none">• Engage with theoretical perspectives on teaching and learning to inform practice and shape professional identity.	A
<ul style="list-style-type: none">• Trial and refine differentiation strategies based on student progress, ensuring lessons cater to a diverse range of learning needs.	A
<ul style="list-style-type: none">• Document reflections on teaching successes and challenges in a professional journal, linking to research and best-practice pedagogies.	A

Section 2: Teaching Effectively

3.7 Engage parents/carers in the educative process

Describe a broad range of strategies for involving parents/carers in the educative process

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	E
<ul style="list-style-type: none"> Not assessed at Consolidating level 	C
<ul style="list-style-type: none"> Participate in parent-teacher meetings, student-led conferences, or school events (where permitted) to observe how educators engage families in the educative process. 	A
<ul style="list-style-type: none"> Reflect on strategies used to engage parents/carers and seek feedback from the mentor teacher on how to improve communication and collaboration with families. 	A
<ul style="list-style-type: none"> Communicate regularly with parents/carers (where appropriate and in collaboration with the mentor teacher) to share student progress, learning goals, and classroom experiences. 	A
<ul style="list-style-type: none"> Use a variety of communication methods (e.g., newsletters, emails, student learning journals, class websites, digital platforms like Seesaw or Google Classroom) to keep parents informed and engaged. 	A
<ul style="list-style-type: none"> Support home-school partnerships by suggesting strategies for extending learning at home, such as reading together, reinforcing numeracy skills, or discussing class topics. 	A

Section 3: Creating and Maintaining Supportive Learning Environments

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

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	E
<ul style="list-style-type: none"> Consider inclusive education strategies to support access, participation and outcomes of students/children with a disability in planning for focus children, small and whole group learning experiences (differentiated whole group experiences) 	C
<ul style="list-style-type: none"> Demonstrate awareness of the regulatory and legislative requirements relating to students/children with disability 	C
<ul style="list-style-type: none"> Ask questions about support services for students/children with disabilities e.g. National Disability Insurance Scheme (NDIS), Learning and Support Officers (Primary and Secondary), Preschool field officers and Kindergarten Inclusion Support (KIS) (Early Childhood) 	C
<ul style="list-style-type: none"> Consider strategies to support participation of students with disability in planning for focus children, small and whole group learning experiences (differentiated whole group experiences) 	A
<ul style="list-style-type: none"> Demonstrate awareness of legislative requirements relating to students/children with disability 	A
<ul style="list-style-type: none"> Ask questions about support services for children with disabilities e.g. Learning Support Officers, National Disability Insurance Scheme (NDIS), Preschool field officers, Kindergarten Inclusion Support (KIS) etc. 	A

Section 3: Creating and Maintaining Supportive Learning Environments

4.1 Support student participation

Identify strategies to support inclusive student participation and engagement in learning experiences

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> • Orientation to service – note down daily established routines 	(E)
<ul style="list-style-type: none"> • Take note of strategies used by mentor/other educators to support student/children participation – ask questions to clarify strategies used, intended aims, and possible alternative strategies 	(E)
<ul style="list-style-type: none"> • Show interest and curiosity in children’s individuality and diversity – ask questions (of children and mentors) in a respectful and caring manner 	(E)
<ul style="list-style-type: none"> • Discuss with your mentor possible strategies to support student/children participation and engagement in learning experiences 	(C)
<ul style="list-style-type: none"> • Observations and planning documents are responsive, strengths-focused, purposeful and recognise the individuality of each student/child 	(C)
<ul style="list-style-type: none"> • Set differentiated goals and teaching approaches for your focus students that will support their access, participation and engagement in planned and spontaneous experiences. 	(A)
<ul style="list-style-type: none"> • Plan for both structured and flexible learning experiences that allow students/children to engage in ways that suit their strengths and needs. 	(A)
<ul style="list-style-type: none"> • Encourage student/children agency and voice by incorporating opportunities for choice in activities, goal setting, and decision-making. 	(A)
<ul style="list-style-type: none"> • Modify teaching approaches in real time by responding to student/children engagement levels, using strategies such as breaking tasks into smaller steps, offering movement breaks, or using alternative modes of communication. 	(A)

Section 3: Creating and Maintaining Supportive Learning Environments

4.2 Manage classroom activities

Demonstrate the capacity to organise learning experiences and provide clear directions

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Ask meaningful questions about the set up and management of the learning environment (indoors and outdoors) 	(E)
<ul style="list-style-type: none"> Demonstrate initiative and be responsive and supportive of the room/classroom and group transitions and routines e.g., Assist in communicating daily routines to students, set and pack up the learning environment 	(E)
<ul style="list-style-type: none"> Observe and reflect on how your mentor teacher organises learning activities and provides clear instructions to students/children. 	(C)
<ul style="list-style-type: none"> Plan and lead a small group learning experience, ensuring clear expectations and structured transitions. 	(C)
<ul style="list-style-type: none"> Use visual supports (e.g., schedules, timers, task lists) to help children/students understand routines and expectations. 	(C)
<ul style="list-style-type: none"> Ask your mentor for feedback on your ability to organise and facilitate learning experiences, and adjust based on their advice. 	(C)
<ul style="list-style-type: none"> Experiment with different grouping strategies (e.g., pairs, small groups, whole class) to manage activities effectively. 	(C)
<ul style="list-style-type: none"> Develop and implement a structured plan for the final week of placement, incorporating lesson sequences, routines, and transitions to ensure smooth daily operations. 	(A)
<ul style="list-style-type: none"> Collaborate with the mentor teacher and co-educators to coordinate activities, ensuring alignment with curriculum goals and student needs. 	(A)
<ul style="list-style-type: none"> Provide clear, concise directions and expectations for students/children to support engagement and minimise disruptions during learning activities. 	(A)
<ul style="list-style-type: none"> Use visual schedules, timers, and other organisational tools to support smooth transitions between activities and maintain classroom flow. 	(A)
<ul style="list-style-type: none"> Demonstrate proactive classroom management techniques, such as positive reinforcement, clear expectations, and strategies for guiding prosocial behaviour. 	(A)
<ul style="list-style-type: none"> Communicate effectively with co-educators and support staff to ensure consistency in managing classroom routines and student needs. 	(A)

Section 3: Creating and Maintaining Supportive Learning Environments

4.3 Manage challenging behaviour

Demonstrate knowledge of practical approaches to manage challenging behaviour

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	E
<ul style="list-style-type: none"> Not assessed at Consolidating level 	C
<ul style="list-style-type: none"> Implement proactive behaviour management strategies such as setting clear expectations, providing consistent routines, and reinforcing positive behaviours. Use positive language and non-verbal cues (e.g. calm tone, gestures, facial expressions) to guide students' or children's behaviour and maintain a supportive classroom environment. Demonstrate an understanding of behaviour as communication by observing students or children, identifying potential triggers, and responding with appropriate strategies. Support students or children in developing self-regulation skills by modelling calming techniques, providing sensory breaks, and using social stories where appropriate. Use restorative approaches to guide social interactions and encourage prosocial play (ECE), conflict resolution, and peer collaboration. Apply redirection and de-escalation techniques when necessary to maintain engagement and prevent escalation of challenging behaviours. Engage in reflective discussions with the mentor teacher about behaviour management strategies used, their effectiveness, and areas for further development. Adjust teaching strategies and environmental factors to minimise behavioural challenges, ensuring all students or children can participate meaningfully in the learning experience. 	A A A A A A A

Section 3: Creating and Maintaining Supportive Learning Environments

4.4 Maintain student safety

Describe strategies that support student wellbeing and safety working within the school setting and system, curriculum and legislative requirements

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Contribute to daily safety routines, including cleaning, environment check, resources and equipment checks. 	(E)
<ul style="list-style-type: none"> Demonstrate appropriate supervision strategies (i.e., maintain awareness of your body position, who can/cannot see; 'back to the wall') 	(E)
<ul style="list-style-type: none"> Demonstrate awareness of the regulations and legislative requirements in an education setting 	(E)
<ul style="list-style-type: none"> Demonstrate developing understanding of the regulations 	(C)
<ul style="list-style-type: none"> Demonstrate strategies to maintain safety and supervision whilst engaged with individuals and/or small groups (e.g. scanning the room, body positioning, listening) 	(C)
<ul style="list-style-type: none"> Ask questions about, and engage with where appropriate, health and safety policies and procedures, such as incident or medical forms, risk assessment forms, and emergency procedures 	(C)
<ul style="list-style-type: none"> Demonstrate knowledge of and adhere to relevant legislation, regulations, and policies (e.g. National Quality Framework, VIT, Child Safe Standards, centre policies) to ensure a safe and supportive learning environment. 	(A)
<ul style="list-style-type: none"> Consistently follow supervision protocols, risk assessments, and emergency procedures to minimise potential hazards and ensure students' or children's safety indoors and outdoors. 	(A)
<ul style="list-style-type: none"> Identify and respond appropriately to potential safety risks (e.g. playground hazards, unsafe materials, or signs of distress in students or children), following school or centre procedures for reporting and intervention. 	(A)
<ul style="list-style-type: none"> Support children in understanding personal safety and wellbeing through developmentally appropriate discussions about boundaries, consent, and emotional regulation. 	(A)
<ul style="list-style-type: none"> Engage in reflective discussions with the mentor teacher to evaluate safety practices and ensure continuous improvement in maintaining a secure learning environment. 	(A)
<ul style="list-style-type: none"> Participate in mandatory reporting discussions and understand the procedures for identifying and responding to concerns about child protection and welfare. 	(A)

Section 3: Creating and Maintaining Supportive Learning Environments

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

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> • Not assessed at Emerging level 	E
<ul style="list-style-type: none"> • Ask your mentor about school or centre policies on ICT use and how to incorporate digital resources safely and effectively. 	C
<ul style="list-style-type: none"> • Ask questions about age appropriate use of ICT and apply information in planning. 	C
<ul style="list-style-type: none"> • Follow policies and procedures, and mentor advice, regarding the use of ICT in learning and teaching. 	C
<ul style="list-style-type: none"> • Demonstrate professional conduct in the use and implementation of ICT, for example no use of a mobile phone in classroom settings, appropriate storage of confidential data, and awareness of and adherence to school policies and procedures. 	C
<ul style="list-style-type: none"> • Familiarise yourself with and adhere to school or centre policies and procedures regarding ICT use, including cybersecurity, privacy, and appropriate digital content. 	A
<ul style="list-style-type: none"> • Model and promote responsible digital citizenship by teaching students how to engage with online content safely, respectfully, and ethically. 	A
<ul style="list-style-type: none"> • Integrate ICT tools into lesson planning in ways that enhance learning while ensuring student safety and privacy, for example using secure learning platforms and age appropriate digital resources. 	A

Section 4: Assessing and Providing Feedback for Learning

Emerging **E**
Consolidating **C**
Accomplished **A**

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic formative and summative approaches to assess children’s learning

Examples	Level
<ul style="list-style-type: none">• Demonstrate interest in assessment strategies by asking about formats and approaches to recording and documenting observations.	E
<ul style="list-style-type: none">• Begin to record your own observations and documentation of children’s or students’ learning using a variety of methods, such as jottings, photographs or video recordings using the setting camera, or learning stories.	E
<ul style="list-style-type: none">• Have meaningful conversations with your mentor or other educators about children’s or students’ learning and demonstrate that you have taken the time to notice and think about what children or students say and do.	E
<ul style="list-style-type: none">• Discuss with your mentor strategies for formal and informal assessments, including formative and summative approaches.	C
<ul style="list-style-type: none">• Towards the end of the placement, analyse all your collected documentation for your focus students and write a summative assessment for each student.	C
<ul style="list-style-type: none">• Observe and reflect on how your mentor teacher uses different assessment strategies, including formal, informal, diagnostic, formative, and summative, to track student or child progress.	C
<ul style="list-style-type: none">• Trial informal assessment techniques such as questioning, observation, or exit tickets to gauge student or child understanding during lessons.	C
<ul style="list-style-type: none">• Use checklists or anecdotal notes to record observations of student or child learning and discuss findings with your mentor.	C
<ul style="list-style-type: none">• Design and implement a simple formative assessment activity, for example a quick quiz, concept map, or peer discussion task, to check for understanding.	C
<ul style="list-style-type: none">• Analyse student or child work samples with your mentor, identifying strengths and areas for growth.	C

Section 4: Assessing and Providing Feedback for Learning

Emerging **E**
Consolidating **C**
Accomplished **A**

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic formative and summative approaches to assess children’s learning

Examples	Level
• Use a range of assessment strategies, including observations, checklists, learning stories, work samples, and student or child led reflections, to capture evidence of students’ or children’s learning.	A
• Incorporate both formative and summative assessments into the planning cycle to monitor progress and inform future learning experiences.	A
• Use anecdotal records and running records to document students’ or children’s development and adjust teaching strategies accordingly.	A
• Engage students or children in self assessment and reflection, encouraging them to share their thoughts and ideas about their learning experiences.	A
• Use diagnostic assessments to identify learning needs and tailor activities to support students’ or children’s individual development.	A
• Regularly review and analyse collected assessment data with mentor teachers to inform planning and differentiate instruction.	A
• Ensure assessment practices are student or child centred.	A

Section 4: Assessing and Providing Feedback for Learning

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

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
<ul style="list-style-type: none">Not assessed at Emerging level	E
<ul style="list-style-type: none">Not assessed at Consolidating level	C
<ul style="list-style-type: none">Demonstrate a range of strategies for providing children with feedback, including spontaneous positive reinforcement, reflective conversations, and goal setting and evaluation.	A
<ul style="list-style-type: none">Use language strategies to make children's strengths, interests, and learning visible, for example "I notice...", "I wonder...", "When you..."	A

Section 4: Assessing and Providing Feedback for 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

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	E
<ul style="list-style-type: none"> Discuss with your mentor strategies for making comparable judgements about student learning. 	C
<ul style="list-style-type: none"> Discuss with your mentor strategies for building a broad picture of student learning and development. 	C
<ul style="list-style-type: none"> Observe and reflect on how your mentor teacher makes assessment decisions and ensures consistency when evaluating student or child learning. 	C
<ul style="list-style-type: none"> Engage in discussions with your mentor about how moderation processes work within the school or centre to support consistent assessment. 	C
<ul style="list-style-type: none"> Compare student or child work samples against set criteria or rubrics and discuss your judgements with your mentor to refine consistency. 	C
<ul style="list-style-type: none"> Participate in informal moderation discussions with your mentor or other educators, sharing observations and interpretations of student or child progress. 	C
<ul style="list-style-type: none"> Discuss with your mentor strategies for making comparable judgements about student learning. 	A
<ul style="list-style-type: none"> Discuss with your mentor strategies for building a broad picture of student learning and development. 	A
<ul style="list-style-type: none"> Make an attempt to apply some of these strategies. 	A
<ul style="list-style-type: none"> Engage in reflective conversations about how personal biases might affect assessments. 	A
<ul style="list-style-type: none"> Observe how mentor teachers and colleagues assess similar learning experiences and compare interpretations to understand moderation practices. 	A
<ul style="list-style-type: none"> Make an attempt to apply moderation strategies, such as aligning documentation with agreed learning outcomes and discussing findings with your mentor, teaching teams, or other staff. 	A

Section 4: Assessing and Providing Feedback for Learning

5.4 Interpret children's data

Demonstrate the capacity to interpret children assessment data to evaluate children's learning and modify teaching practice

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Seek opportunities to view children's or students' assessments and data to understand the methods used and how to read and interpret the information. 	(E)
<ul style="list-style-type: none"> Engage in conversation with your mentor or other educators about children's or students' interests, strengths, and challenges, and how these are considered in planning for learning. 	(E)
<ul style="list-style-type: none"> Identify possible teaching strategies in response to assessment findings. 	(E)
<ul style="list-style-type: none"> Use observations and documentation to make decisions about future planning for teaching and learning. 	(C)
<ul style="list-style-type: none"> Discuss with your mentor how they use student assessment data to inform planning and modify teaching strategies. 	(C)
<ul style="list-style-type: none"> Analyse observations, work samples, or assessment data to identify patterns in student or child learning and areas needing support. 	(C)
<ul style="list-style-type: none"> Use informal assessment data, for example exit tickets, anecdotal notes, or checklists, to make small adjustments to lesson activities based on student needs. 	(C)
<ul style="list-style-type: none"> Analyse observations, learning stories, work samples, and assessment checklists to identify trends in students' or children's learning and development. 	(A)
<ul style="list-style-type: none"> Use assessment data to inform planning, adapting learning experiences to meet the needs, strengths, and interests of individual students or children. 	(A)
<ul style="list-style-type: none"> Engage in discussions with the mentor teacher about how assessment data is interpreted and used to guide decision making in the learning program. 	(A)

Section 4: Assessing and Providing Feedback for Learning

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

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	E
<ul style="list-style-type: none"> Not assessed at Consolidating level 	C
<ul style="list-style-type: none"> Engage in discussions with the mentor teacher to understand the reporting processes used in the setting, including the types of data collected and how it informs communication with families. 	A
<ul style="list-style-type: none"> Observe and reflect on how educators provide feedback to parents or carers, noting the language used to describe student learning progress. 	A
<ul style="list-style-type: none"> Summarise the learning and development of a focus student or child into a clear, strengths based statement aligned with curriculum outcomes, for example the EYLF or the Victorian Curriculum. 	A
<ul style="list-style-type: none"> Participate in informal reporting opportunities, such as contributing to learning portfolios, parent updates, or end of term summaries under mentor supervision. 	A
<ul style="list-style-type: none"> Reflect on the importance of maintaining accurate and reliable student or child records and discuss strategies with the mentor for ensuring consistency in documentation. 	A

Section 5: Demonstrating Professional and Ethical Conduct

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

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	E
<ul style="list-style-type: none"> Engage in reflective journaling each week to consider your professional strengths and areas for further improvement, evaluate and reflect on implemented learning experiences, significant moments and observations for your professional learning and identity, and your growing knowledge and practice. Link each of your reflections to at least one AITSL standard 	C
<ul style="list-style-type: none"> Discuss your reflections with your mentor teacher, seek feedback and critically reflect on the feedback to further enhance your professional knowledge and strengthen your professional practices 	C
<ul style="list-style-type: none"> Set personal professional learning goals based on mentor feedback, self-reflection, and observed teaching experience 	C
<ul style="list-style-type: none"> Engage in discussions with the mentor teacher to understand the reporting processes used in the setting, including the types of data collected and how it informs communication with families. 	A
<ul style="list-style-type: none"> Observe and reflect on how educators provide feedback to parents or carers, noting the language used to describe student learning progress. 	A
<ul style="list-style-type: none"> Summarise the learning and development of a focus student or child into a clear, strengths based statement aligned with curriculum outcomes, for example the EYLF or the Victorian Curriculum. 	A
<ul style="list-style-type: none"> Participate in informal reporting opportunities, such as contributing to learning portfolios, parent updates, or end of term summaries under mentor supervision. 	A
<ul style="list-style-type: none"> Reflect on the importance of maintaining accurate and reliable student or child records and discuss strategies with the mentor for ensuring consistency in documentation. 	A
<ul style="list-style-type: none"> Demonstrate awareness of Transition Learning and Development Statements, TLDS, and their purpose. 	A
<ul style="list-style-type: none"> Ask your mentor about the process and data they use to complete the TLDS. 	A
<ul style="list-style-type: none"> Summarise the learning of at least one of your focus children into a statement that could be used in a TLDS, considering learning goals and outcomes in relation to the EYLF or another approved learning framework. 	A

Section 5: Demonstrating Professional and Ethical Conduct

6.2 Engage in Professional learning and improve practice

Understand the relevant and appropriate sources of professional learning for teacher

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Investigate the professional learning undertaken by teachers or educators in your placement setting and identify areas for your future development. 	E
<ul style="list-style-type: none"> If invited and approved, participate in professional learning opportunities within the setting. 	E
<ul style="list-style-type: none"> Participate in collaborative planning with your mentor and/or teaching team. 	E
<ul style="list-style-type: none"> Regularly discuss your progress toward the standards in this document with your mentor. 	E
<ul style="list-style-type: none"> Regularly discuss your progress towards achieving the standards in this document with your mentor 	C
<ul style="list-style-type: none"> If invited, and with permission, attend professional learning sessions offered by the school/centre where possible and reflect on how the learning applies to your practice 	C
<ul style="list-style-type: none"> Regularly discuss your progress toward the standards in this document with your mentor. 	A
<ul style="list-style-type: none"> Participate in collaborative planning with your mentor and/or teaching team. 	A
<ul style="list-style-type: none"> If invited and approved, participate in professional learning opportunities within the school. 	A
<ul style="list-style-type: none"> Demonstrate awareness of appropriate sources and opportunities for ongoing professional learning. 	A

Section 5: Demonstrating Professional and Ethical Conduct

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from mentors and teachers to improve teaching practice

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Seek regular daily feedback from your mentor and other educators through in-the-moment conversations and structured opportunities such as reflective discussions and planning time. 	(E)
<ul style="list-style-type: none"> Apply feedback where appropriate and seek further clarification or follow-up feedback as needed. 	(E)
<ul style="list-style-type: none"> With permission, attend staff meetings where possible. 	(E)
<ul style="list-style-type: none"> Build respectful, reciprocal relationships with your mentor and other staff. 	(C)
<ul style="list-style-type: none"> Seek regular feedback from your mentor at appropriate times. 	(C)
<ul style="list-style-type: none"> Use feedback to adjust your teaching practice and seek further feedback where appropriate. 	(C)
<ul style="list-style-type: none"> Actively engage in your final placement review alongside your mentor teacher. 	(C)
<ul style="list-style-type: none"> Engage in regular reflective discussions with the mentor teacher, focusing on teaching effectiveness, student engagement, and alignment with the Australian Professional Standards for Teachers. 	(A)
<ul style="list-style-type: none"> Seek and apply constructive feedback from the mentor and other educators, making targeted improvements in lesson planning, delivery, and classroom management. 	(A)
<ul style="list-style-type: none"> Collaborate with the mentor teacher to refine lesson sequences, ensuring learning experiences are engaging, inclusive, and responsive to students'/children's needs. 	(A)
<ul style="list-style-type: none"> Critically reflect on teaching practices, identifying professional strengths and areas for growth, and setting specific goals for development. 	(A)
<ul style="list-style-type: none"> Document and track feedback received and reflect on how it has influenced teaching decisions and pedagogical approaches. 	(A)
<ul style="list-style-type: none"> Actively participate in team discussions, planning meetings, or collaborative professional learning activities to further develop teaching expertise. 	(A)

Section 5: Demonstrating Professional and Ethical Conduct

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

Emerging (E)
Consolidating (C)
Accomplished (A)

Examples	Level
<ul style="list-style-type: none">• Not assessed at Emerging Level	(E)
<ul style="list-style-type: none">• Not assessed at Consolidating Level	(C)
<ul style="list-style-type: none">• Engage in regular reflective discussions with the mentor teacher, focusing on teaching effectiveness, student engagement, and alignment with the Australian Professional Standards for Teachers.• Seek and apply constructive feedback from the mentor and other educators, making targeted improvements in lesson planning, delivery, and classroom management.• Collaborate with the mentor teacher to refine lesson sequences, ensuring learning experiences are engaging, inclusive, and responsive to students'/children's needs.• Critically reflect on teaching practices, identifying professional strengths and areas for growth, and setting specific goals for development.• Document and track feedback received and reflect on how it has influenced teaching decisions and pedagogical approaches.• Actively participate in team discussions, planning meetings, or collaborative professional learning activities to further develop teaching expertise.	(A) (A) (A) (A) (A) (A)

Section 5: Demonstrating Professional and Ethical Conduct

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Attend placement for the required days and hours – notify school and/or PEO as required if unable to attend 	E
<ul style="list-style-type: none"> Demonstrate professionalism in communication with staff, families and students/children at the school/centre 	E
<ul style="list-style-type: none"> Ask to view the school policies and procedures – review and adhere to these 	E
<ul style="list-style-type: none"> Demonstrate awareness of policy documents such as the Alice Springs (Mparntwe) Declaration, State and Territory Teacher Registration body, Code of Conduct and Ethics 	E
<ul style="list-style-type: none"> Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence 	E
<ul style="list-style-type: none"> Attend placement for the required days and hours – notify school and/or PEO as required if unable to attend 	C
<ul style="list-style-type: none"> Demonstrate professionalism in communication with staff, families and students/children at the school/centre 	C
<ul style="list-style-type: none"> Ask to view the school policies and procedures – review and adhere to these 	C
<ul style="list-style-type: none"> Demonstrate professionalism in communication with staff, and students as per the Deakin code of Conduct, VIT Code of Conduct and Code of Ethics and school based policy 	C
<ul style="list-style-type: none"> Demonstrate awareness of policy documents such as the Alice Springs (Mpartnwe) Declaration, Curriculum documents and the VIT Code of Conduct and Ethic 	C

Section 5: Demonstrating Professional and Ethical Conduct

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
<ul style="list-style-type: none">Attend placement for the required days and hours – notify setting and/or PEO as required if unable to attend.	A
<ul style="list-style-type: none">Uphold professional codes of conduct and ethics (e.g., Deakin Student Code of Conduct, ECA Code of Ethics (ECE), VIT Code of Conduct, school/centre-based policy).	A
<ul style="list-style-type: none">Review placement setting policies and procedures.	A
<ul style="list-style-type: none">Demonstrate understanding of the meanings and values of integrity, responsibility and respect in professional conduct, personal conduct and professional competence.	A
<ul style="list-style-type: none">Demonstrate professionalism in communication with staff, and students as per the Deakin Code of Conduct, VIT Code of Conduct and Code of Ethics and school based policy	A
<ul style="list-style-type: none">Demonstrate awareness of policy documents such as the Alice Springs (Mpartnwe) Declaration, Curriculum documents and the VIT Code of Conduct and Ethic	A

Section 5: Demonstrating Professional and Ethical Conduct

7.2 Comply with legislative, administrative and organisational requirements

Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to early childhood stage

Emerging **E**
 Consolidating **C**
 Accomplished **A**

Examples	Level
<ul style="list-style-type: none"> Seek permission from the placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks). 	E
<ul style="list-style-type: none"> Seek parent/guardian permission for focus student(s)/child(ren), if necessary (check assessment tasks). 	E
<ul style="list-style-type: none"> Demonstrate awareness of policies such as SunSmart and Food Handling in order to effectively support students/children's safety and smooth routines. 	E
<ul style="list-style-type: none"> Uphold Child Safe Standards and Mandatory Reporting requirements. 	E
<ul style="list-style-type: none"> Seek permission from the placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks). 	C
<ul style="list-style-type: none"> If necessary, in consultation with the mentor and in alignment with setting policies, seek parent/guardian permission for focus children. 	C
<ul style="list-style-type: none"> Comply with guidelines regarding use in documentation and assignment tasks. 	C
<ul style="list-style-type: none"> Keep personal contact details up to date with the University and placement school. 	C
<ul style="list-style-type: none"> Demonstrate awareness of policies such as SunSmart and Food Handling to effectively support student safety and smooth routines. 	C
<ul style="list-style-type: none"> Uphold Child Safe Standards and Mandatory Reporting requirements. 	C
<ul style="list-style-type: none"> Seek permission from the placement setting to collect placement documentation/artefacts, if necessary (check assignment tasks). 	A
<ul style="list-style-type: none"> Comply with guidelines regarding use of photos, videos and identifiable information in documentation and assignment tasks. 	A
<ul style="list-style-type: none"> Uphold Child Safe Standards and Mandatory Reporting requirements. 	A
<ul style="list-style-type: none"> Demonstrate compliance with national regulations (e.g., active supervision) and setting specific policies (e.g., SunSmart policies). 	A

Section 5: Demonstrating Professional and Ethical Conduct

7.3 Engage with the parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers

Emerging (E)
 Consolidating (C)
 Accomplished (A)

Examples	Level
<ul style="list-style-type: none"> Not assessed at Emerging level 	(E)
<ul style="list-style-type: none"> With guidance from your mentor, demonstrate appropriate levels and types of preservice teacher communication with families/guardians (i.e. conversations should be general and not contain specific or sensitive information). Ask your mentor questions about how they build and maintain positive relationships with families. Observe interactions between the mentor/other educators and families/guardians. Take note of strategies for respectful interactions that promote community and inclusivity. Discuss observations with your mentor. 	(C)
<ul style="list-style-type: none"> Discuss with your mentor how strong educator-family relationships contribute to student wellbeing and learning, considering strategies to foster collaboration in future practice. Observe and reflect on how mentor teachers engage with families to build positive, respectful, and collaborative relationships. With mentor guidance, participate in informal conversations with parents/carers (e.g., during drop-off or pick-up) to build rapport and demonstrate professional communication. Use strengths-based language when discussing student progress, ensuring that feedback to families is constructive and focused on student learning and development. Maintain confidentiality and professional boundaries in all interactions with families, following school/centre policies and ethical guidelines. Contribute to class communication (e.g., newsletters, digital updates, learning portfolios), ensuring language is clear, respectful, and informative. Demonstrate awareness of diverse family backgrounds by using inclusive communication strategies and respecting cultural sensitivities. Seek mentor feedback on communication with families and refine approaches to ensure clarity, professionalism, and appropriateness. 	(A)

Section 5: Demonstrating Professional and Ethical Conduct

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

Emerging **E**
Consolidating **C**
Accomplished **A**

Examples	Level
<ul style="list-style-type: none">• Not assessed at Emerging level	E
<ul style="list-style-type: none">• Not assessed at Consolidating level	C
<ul style="list-style-type: none">• Reflect on the role of external professionals and community representatives in enhancing educational practice and meeting diverse student needs.	A
<ul style="list-style-type: none">• Ask to attend staff meetings, professional development sessions, or school/centre community events to see how educators engage with broader networks.	A
<ul style="list-style-type: none">• Explore how schools/centres build partnerships with local organisations, such as Indigenous Elders, cultural groups, libraries, or wellbeing services, to enrich student learning.	A