

Appendix 2: Guide to Making Judgements

This Guide to Making Judgements should be used to inform classroom observations and feedback and the completion of the Interim Report and the Final Summative Report.

The Guide consists of two parts:

- Concise descriptions of the expected standard of performance of pre-service teachers in five key areas of classroom practice i.e. **“At expected level (A)”** on the Interim and Final Report form.
- Identification of possible sources of evidence to inform assessment judgements in each of the five areas. **This list is not intended as a checklist and serves only to provide examples of possible sources of evidence of the pre-service teacher’s practice. Supervising teachers may use other artefacts or sources of evidence to support assessment decisions.**

Assessment ratings on the Interim Report and the Final Summative Report are based on the Standard Descriptor for “At expectations for PP3” (A) and are outlined below.

Assessment Ratings	
Exceeding expectations for PP3	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that exceeds the criteria and descriptor on the Guide to Making Judgements for “At Expected level” for a pre-service teacher.
At Expectations for PP3	Consistent evidence of knowledge, practice and engagement from Classroom Observations and Sources of Evidence that demonstrates the criteria on the Guide to Making Judgements for “At expectations” for a pre-service teacher.
Developing Towards expectations for PP3	Awareness of knowledge, practice and engagement outlined on the Guide to Making Judgements for “At expectations” for a pre-service teacher but inconsistent demonstration of evidence from Classroom observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements.
Below expectations for PP3	Little or no evidence of knowledge, practice and engagement or awareness from Classroom Observations and Sources of Evidence that meets the criteria on the Guide to Making Judgements for “At expectations” for a pre-service teacher.

Professional Practice 3 (Secondary) Guide to Making Judgements

Section 1: Planning effectively – preparing for teaching

Standard Descriptor: At expected level (A) –

The pre-service teacher develops whole class and small group lesson plans and learning sequences that align with the knowledge, understanding and skills of curriculum learning areas for the year level.

The pre-service teacher prepares for teaching by identifying achievable learning goals for students and organising lesson content into a logical sequence that scaffolds the development of core concepts.

With support from the supervising teacher, the pre-service teacher’s planning shows a developing understanding of alignment between curriculum, learning and assessment and of teaching strategies that support students in meeting the literacy and/or numeracy demands of classroom tasks.

The pre-service teacher’s planning shows some awareness of the need to differentiate teaching strategies based on student diversity and differences in the learning styles and needs of student groups within the class.

Possible Sources of evidence

Artefacts	Observation	Discussion and reflection
<p>Lesson plans or learning sequences designed or modified by the pre-service teacher that include links to curriculum and a range of teaching strategies that scaffold students’ learning of core concepts and skills</p> <p>Planning or records of assessment strategies and students’ progress that show awareness of student learning outcomes and that identify modifications required to support the learning and participation of all students</p> <p>Written evaluations by the pre-service teacher of lessons in response to own reflection or feedback from the supervising teacher</p> <p>Meeting notes showing evidence of collaborative planning or evaluation</p>	<p>Not applicable</p>	<p>Pre-service teacher contributions to planning checks by the supervising teacher and/or discussions about planning decisions and the use of strategies to support the learning of all students in the class</p>

Section 2: Teaching effectively – enactment of teaching		
Standard Descriptor: At expected level (A) –		
<p>The pre-service teacher selects and trials the use of teaching and learning strategies that link to curriculum outcomes and assessment tasks and are suitable for the learning context.</p> <p>The pre-service teacher incorporates a range of communication strategies and resources into teaching practice to develop the content of lessons and uses ICTs or digital resources in ways that enhance student learning and engagement.</p> <p>The pre-service teacher incorporates questioning techniques and feedback into lessons to correct misconceptions and monitor students’ understanding and reflects on students’ progress to evaluate the effectiveness of the teaching strategies used and achievement of the learning goals.</p> <p>The pre-service teacher shows a developing understanding of the purpose of evaluation for identifying the need for reteaching of concepts and skills or modifications to teaching practice.</p>		
Possible Sources of evidence		
Artefacts	Observation (On agreed focus)	Discussion and reflection
<p>Lesson plans (especially those in a learning sequence) that outline teaching strategies and resources or that include adjustments or modifications based on an analysis of student learning and evaluation of teaching practice against set goals</p> <p>Written reflections about the appropriateness of content, strategies, resources or activities for the class group</p> <p>Resources that have been customised to suit the learning needs of individuals or small groups</p> <p>Evidence of student learning; e.g. work samples, worksheets</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Links made to students’ prior knowledge and skills</p> <p>Use of instructional steps aligned with the lesson goal</p> <p>Timing and pacing of delivery</p> <p>Effective beginning, middle and end of lessons</p> <p>Explicit scaffolding of the literacy or numeracy demands of a task</p> <p>Use of digital resources or ICTs to support student learning</p> <p>Questioning and feedback to support all students’ learning</p>	<p>Discussion following feedback on observation focus showing the pre-service teacher’s ability to reflect on practice and explain the impact of their teaching on student learning and/or the evidence that supports these reflections</p>

Section 3: Managing effectively – creating safe and supportive classroom environments

Standard Descriptor: At expected level (A) –

The pre-service teacher plans for and reflects on strategies for managing behaviour and maintaining an organised classroom environment based on school-wide behaviour management policies and established classroom rules and routines.

The pre-service teacher shows an understanding of strategies that foster productive and inclusive learning environments in written observations of teaching practice and lesson planning and through positive and respectful interactions with students in the class.

The pre-service teacher refers to established classroom rules to manage behaviour and shows a developing capacity for creating supportive learning environments by setting learning expectations, organising classroom activities, giving clear instructions and redirecting students to their learning in his/her classroom practice.

Possible Sources of evidence

Artefacts	Observation (On agreed focus)	Discussion and reflection
<p>Notes or observation template recording established rules and routines</p> <p>Annotated school policy on classroom/behaviour management</p> <p>Classroom management plan that records strategies for gaining and maintaining student attention and managing transitions, preparation and distribution of resources within the classroom</p> <p>Planning that includes essential skills for classroom management</p> <p>Written reflections about the effectiveness of classroom and behaviour management strategies</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Opportunities provided for the participation of all students</p> <p>Use of essential skills to engage and maintain students' attention</p> <p>Consistent use of established classroom rules</p> <p>Organisation and appropriate timing of scheduled activities in lessons</p>	<p>Discussion with the supervising teacher or pre-service teacher reflections that shows knowledge and understanding of practical strategies for managing student behaviour, motivation and engagement in learning activities</p>

Section 4: Assessing and recording learning		
<p>Standard Descriptor: At expected level (A) –</p> <p>The pre-service teacher plans formative assessment strategies for monitoring student learning in at least one lesson sequence leading towards a summative assessment task.</p> <p>The pre-service teacher provides written or oral feedback to students about their learning progress in relation to the learning goals for planned lessons.</p> <p>In consultation with the supervising teacher, the pre-service teacher is able to interpret formative assessment information gathered throughout the lesson sequence (for example, students’ work samples, responses to questioning and other relevant forms of evidence of learning) and shows a developing understanding of how to use this data to make adjustments to teaching practice or the content of planned lessons to support student learning.</p> <p>Possible Sources of evidence</p>		
Artefacts	Observation (On agreed focus)	Discussion and reflection
<p>Examples of lesson plans or extracts from learning sequences that show planned assessment strategies for monitoring student learning</p> <p>Annotated student work samples</p> <p>Assessment tools, worksheets or data gathering techniques created or modified by the pre-service teacher</p> <p>Lesson plans adjusted in response to student assessment information</p> <p>Written feedback to students on their progress towards meeting set learning goals</p>	<p>Supervising teacher observation of a specific aspect of practice related to the Australian Professional Standards for Teachers:</p> <p>Strategies used to monitor student progress throughout the lesson</p> <p>Use of feedback related to the learning goal</p> <p>Use of planned questions to check for understanding</p>	<p>Discussion related to the supervising teacher’s feedback on classroom observations and the pre-service teacher’s understanding of the appropriateness of evidence they have collected about student learning and how it can be used to adjust teaching practice in follow-up lessons</p>
Section 5: Professional conduct		
<p>Standard Descriptor: At expected level (A) –</p> <p>The pre-service teacher shows an understanding of the purpose of accurate record keeping in relation to student attendance and planning and demonstrates an awareness of system, curriculum and legislative requirements for supporting student safety and wellbeing in written reflections and discussions with supervising teachers.</p> <p>Where relevant, lesson plans show consideration of strategies for the safe, responsible and ethical use of ICTs to support teaching and learning processes.</p> <p>The pre-service teacher demonstrates professionalism in the timely preparation of lesson plans and teaching resources and behaves respectfully and ethically in all interactions with students, colleagues and the use of information at the placement site.</p> <p>Possible Sources of evidence</p>		
Artefacts	Observation	Discussion and reflection
<p>Lesson plans which include strategies for the safe, responsible and ethical use of ICTs</p> <p>Observation notes and written reflections that show awareness of policies and practical strategies for managing student behaviour, safety and welfare</p> <p>Maintenance of up-to-date planning and assessment records of student learning</p>	<p>Supervising teacher observation of:</p> <p>Pre-service teacher’s punctuality, personal presentation and preparedness for teaching</p> <p>Use of safe classroom practices for managing transitions, movement in and outside of the classroom and handling of learning resources</p> <p>Use of respectful language and tone of communication with all members of the school community</p>	<p>Discussions with the supervising teacher about the pre-service teacher’s involvement in the school community can include reflection on ethical and professional responsibilities of teachers</p>

Appendix 3: Guidelines for the Working Portfolio

The purpose of a Working Portfolio is to validate, with evidence, the pre-service teacher's performance and demonstration of the tasks relevant to the particular Professional Practice unit. It is a working document that includes sources of evidence of the pre-service teacher's practice throughout the placement and includes preparation, planning, observations, assessment data, classroom observations and teaching evaluations, reflections and evidence of the impact of the pre-service teacher's practice on student learning.

All preparation and planning for a day must be shown to the supervising teacher at a regular and agreed time (usually at the beginning of the teaching day). All observations, reflections, evaluations and follow up tasks must be written up and made available to the supervising teacher for perusal on the following placement day. An incomplete Working Portfolio (planning, evaluations, reflections or observations not complete) indicates a lack of professional commitment on the part of the pre-service teacher and may initiate the "at-risk" process outlined earlier in this handbook.

Pre-service teachers must be able to produce their working portfolio for the university supervisor, site coordinator or supervising teacher at any time throughout the placement or on its conclusion.

Guidelines for organising the Working Portfolio are outlined below. These are suggested guidelines only and pre-service teachers may prefer alternative methods for creating an organised portfolio; however, the organisation method should ensure that all materials can be located and produced easily and efficiently.

Section 1: Professional Practice notes/Learning Site Policy Documents

- A copy of the relevant Information and Guidelines booklet.
- Learning site policy documents (e.g. Responsible Behaviour Plan).
- Class timetables, term overviews or classroom management plans as appropriate.

Section 2: Teaching Preparation/Planning

- All lesson plans and subsequent evaluation.
- All daily planning formats used to guide effective practice during periods of continuous teaching
- All mid-term or long-term planning (e.g. unit plans, term overviews) where appropriate.
- Formative assessment tools and record-keeping formats.
- Annotated work samples or other assessment information showing the impact of teaching practice on student learning as input for adjustments to lessons or modifications to teaching practice
- Summative assessment tools/strategies and associated record-keeping formats where appropriate.

Section 3: Observations of teaching practice

- All observations of teaching strategies, classroom management and classroom procedures as outlined in the "Pre-service teacher tasks and activities" section of the relevant Information and Guidelines Booklet.

Section 4: Resources

- Letters to parents, staff memos/notices as appropriate.
- Samples of teacher planning.
- Examples of useful curriculum support resources.
- Ideas for teaching particular aspects of the curriculum.
- Samples of assessment or record keeping formats used by the supervising teacher.

Section 5: Daily Reflections

- Evaluation of the pre-service teacher's daily teaching and planning.
- Reflection on aspects of teachers' professional work as outlined in the "Pre-service teacher tasks and activities" section of the relevant Information and Guidelines Booklet.

Section 6: Observations of learners: Student/Class Profiles

- A class matrix identifying appropriate grouping arrangements or differentiation strategies for particular learning areas as required for specific placements.
- Anecdotal observations and checklists or other data-gathering tools and information as appropriate.
- Work samples.