

Bachelor of Education – Secondary Professional Experience Program Progression



APST	ESP1200 10 Days Introduces lesson planning and strategies	EDS2401 15 days Junior Curriculum and Pedagogy Focus on Lesson sequences Diverse Learners	ESP3100 15 day Focus on student's health and wellbeing Lesson sequences	ESP2200 15 day Senior Curriculum and pedagogy Focus on aligning curriculum, assessment and pedagogy	EDU4100 25 Day Supervised Placement/GTPA with QPERF report
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning.	Demonstrates an awareness of students' needs including the range of ways students learn as evidenced in approaches to lesson planning.	Demonstrates knowledge of the relevance of responding to students' individual characteristics and developmental stage through the use of modifications in lessons and formative assessments (example use of Universal Design for Learning: UDL, principles and learning theories).	Demonstrates knowledge of physical, social and intellectual development and characteristics of students and how these may affect learning (example: discussing student profiles for future learning needs).	Demonstrates knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.	Not assessed	Demonstrates an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrates an awareness of differentiated teaching practice (recording observations) and reflective thinking that show a professional and theoretical knowledge of the importance of catering for diverse learners.	Demonstrating knowledge of teaching strategies through the planning for and respecting the diversity of all students in the classroom (example: connecting between aspects of a lesson and individual student profile).	Demonstrates knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Not assessed	Demonstrates an awareness of the need to differentiate teaching practice (recording observations) and reflective thinking to meet the different learning needs of all students.	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).	Appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).	Demonstrates knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.	Not assessed	Demonstrates an awareness of the need to differentiate teaching practice (recording observations) and reflective thinking to meet the different learning needs of all students.	Demonstrates knowledge of appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).	Appropriate differentiation of content and/or teaching and learning strategies and/or resources that cater for differing ability levels. (Example: differentiated strategies identified in lessons plans for individual students e.g. Student X requires larger print).	Demonstrates knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
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2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Demonstrates awareness of the role of curriculum in lesson planning.	Demonstrates knowledge of the correct curriculum concepts and content (as evident in lesson planning).	Demonstrates accurate knowledge through an articulation and effective explanation of the lesson content effectively to students and can answer content-related questions from students.	Demonstrates appropriate knowledge of the central concepts of subject matter through lesson planning, explanation and linking of content and outcomes to syllabus documents.	Demonstrates knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Organise content into an effective learning and teaching sequence.	Writes plans for an individual lesson/learning experience that demonstrates an early understanding of how content should be best organised to aid optimal student learning (example whole class learning experience or small group learning experiences).	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Organises lesson content and teaching and learning strategies into a logical sequence over a series of lessons that demonstrates an understanding of the need for scaffolding learning.	Shows an ability to link to students' prior knowledge. Has effective timing and pacing of lessons during delivery and demonstrates an appropriate sequence (example: orientating, enhancing body and closing phases).	Organise content into an effective learning and teaching sequence.
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Not assessed	Uses relevant junior secondary curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum documents in designing to develop a sequence of lessons/learning experiences.	Uses relevant curriculum and assessment documents to develop a sequence of lessons/learning experiences (example use of ACARA English and Formative PM benchmarks to inform guided reading lessons).	Use curriculum, assessment and reporting knowledge to design learning sequences.
2.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Not assessed	Not assessed	Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	Identifies and understands literacy and numeracy teaching strategies and their application in lesson/unit plans	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Not assessed	Identifies (through observations) ICT teaching strategies to support learning opportunities for students.	Identifies ICT teaching strategies to support learning opportunities for students.	Identifies ICT teaching strategies to support learning opportunities for students.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Writes clear learning objectives for each learning experience/lesson using the Australian Curriculum.	Sets learning goals for individuals and classes based on curriculum documents and an understanding of individual students.	Sets learning goals that cater for individual students of varying abilities and characteristics.	Develops a sequence of lessons with explicit, challenging and achievable learning goals.	Sets learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Not assessed	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development in consultation with the supervising teacher.	Plans a lesson sequence that incorporates a range of teaching and learning strategies that develop learners' understandings and/or skill development, in consultation with the supervising teacher.	Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.

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3.3 Include a range of teaching strategies.	Trials the use of a small range of teaching strategies that support student learning and skill development (example gradual release of responsibility model).	Trials a small range of teaching strategies to promote student learning and demonstrates reflection on how to improve in these.	Trials a range of teaching strategies to promote student learning and Demonstrates reflection and improvement in these.	Uses a range of teaching strategies to promote student learning and Demonstrates reflection and improvement in these.	Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Not assessed	Trials the use of some learning resources aimed at engaging students in their learning.	Trials the use of some learning resources, including ICT, aimed at engaging students in their learning.	Uses a range of resources and ICTs that target students' interests and learning needs.	Demonstrates knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Trials the use of some verbal and non-verbal communication strategies (example questioning for higher order thinking).	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Uses facial expression, gestures, eye contact and physical movement as well as a variety of vocal expressions that engage students in their learning.	Trials questioning and scanning skills together with an effective use of vocal, facial expression and gestures to support student engagement.	Demonstrates a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.	Not assessed	Not assessed	Evaluates own lessons and teaching sequences to promote student learning.	Evaluates own lessons and teaching sequences to promote student learning.	Demonstrates broad knowledge of strategies that can be used to evaluate teaching programs that can be used to improve student learning.
3.7 Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	In negotiation with the Supervising Teacher.				
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	Observes others' teaching practices and records strategies used to actively engage students in their learning (example identifying various methods of grouping to support learning needs)	Discusses strategies with the supervising teacher and trials some of these.	Discusses strategies with the supervising teacher and trials some of these.	Identifies a range of strategies to promote the participation of all students in a lesson/ learning activity.	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	Trials the use of clear instructions and explanations within short learning experiences/transitions.	Uses clear instructions and explanations within short learning experiences/lessons.	Reinforces established classroom rules, routines and expectations, through the use of clear directions, to effectively manage the learning environment.	Reinforces established classroom rules, routines and expectations, through the use of clear directions and organisation, to effectively manage the learning environment.	Demonstrates the capacity to organise classroom activities and provide clear directions.
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	Not assessed	Identifies preventative, supportive and corrective strategies to support a positive learning environment (example use of essential skills for classroom management)	Identifies and uses approaches to support appropriate behaviours. (example, supportive and corrective strategies)	Demonstrates knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	Demonstrates knowledge of practical approaches to manage challenging behaviour.

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4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Not assessed	Not assessed	Writes observations and reflections that demonstrate theoretical knowledge about school/system, curriculum and legislative requirements related to students' wellbeing.	Records student attendance, absence and safety concerns as required.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5 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.	Not assessed.	Not assessed	Discusses and identifies strategies which promote safe, responsible and ethical use of ICT's.	Understand strategies which promote safe, responsible and ethical use of ICT's.	Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Not assessed	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and learning experiences which include formative assessment strategies in order to identify the learning that has or has not occurred.	Plans lessons and learning experiences which include a variety of assessment approaches to assess student learning.	Demonstrates understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Not assessed	Uses oral communication to provide feedback in time to whole class students feedback to student. (example, well done, the answer is 4)	Uses oral and written communication to provide feedback to students about their learning.	Uses oral and written communication to provide feedback to students about their learning.	Demonstrates an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Not assessed	Not assessed	Not assessed	Demonstrates an understanding through observation notes and reflections on how assessment is moderated to ensure consistent and comparable judgements.	Demonstrates understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Not assessed	Not assessed	Considers the types of evidence required to effectively evaluate student learning.	Use of planned questions/activities that allow for a check of student understanding in order to respond to their learning needs.	Demonstrates the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 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.	Not assessed	Not assessed	Not assessed	Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.	Demonstrates 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.
6.1 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
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6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Receives constructive feedback in a positive and professional manner.	Receives constructive feedback in a positive and professional manner and acts upon it promptly.	Receives constructive feedback in a positive and professional manner and acts upon it promptly.	Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and awareness of duty of care.	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to schoolstage.	Acts appropriately according to school/system organisational policies and processes.	Acts appropriately according to school/system organisational policies and processes.	Describes how school/system organisational processes and policies applies to own conduct and practice.	Applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to schoolstage.
7. 3 No formal assessment within Professional Experience Placements – assessed in negotiation with supervising teacher where opportunities exist to demonstrate the standard.					
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Not assessed	Not assessed	Not assessed	Demonstrates a willingness to participate with school staff in a range of activities.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.