Acknowledgements

This project was led by the Queensland Council of Deans of Education (QCDE) inclusive of all Queensland Initial Teacher Education (ITE) providers, the Queensland Department of Education, and P&C Queensland.

Other key stakeholders enabling this initiative include:
- Independent Schools Queensland (ISQ) and the Queensland Independent Schools Parents Network (QISPN)
- Queensland Catholic Education Commission (QCEC) and Catholic School Parents Queensland (CSPQ)
- Queensland College of Teachers (QCT)

Thank you to all who assisted with the administration and completion of surveys utilised in this evaluation.

This report should be cited as:

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Executive Summary

The learning@home Work Integrated Learning (WiL) Initiative (hereafter WiL Initiative) was introduced as an alternative to graduate stage Professional Experience (PEx) placements for final year Initial Teacher Education (ITE) students during April 2020. The WiL Initiative was introduced due to the COVID-19 restrictions which interrupted PEx placements in schools. Five Queensland Universities and a total of 211 ITE students engaged in the WiL Initiative comprising: Griffith University (105 students), Australian Catholic University (54), University of the Sunshine Coast (23), James Cook University (20), and Central Queensland University (9).

The WiL Initiative was led by a partnership between the Queensland Council of Deans of Education (QCDE), a network of ten Queensland based universities, and the Queensland Department of Education (DoE), in collaboration with key stakeholders. The WiL Initiative was prompted by the opportunity to make a positive contribution to an initiative already underway. The WiL Initiative consisted of graduate stage activities and assessments delivered in an online teaching environment that complemented the Queensland Department of Education (DoE) learning@home platform. The notion of providing sequences of supplementary materials to enhance learning at home was a key foundation for the collaboration. ITE students worked closely with - and were supported by - university academic teams and DoE mentors.

This evaluation is based on surveys that were administered to the population of ITE students, mentors and academic staff participants in order to understand the impact and success of the WiL Initiative and to inform future models. Fifty-three students, representing a 28% response rate; seven mentors, representing a 100% response rate; and 14 academic staff, representing a 79% response rate participated in the survey.

The findings reveal the initiative was well-received by each of the three groups. ITE student survey results reveal that aspects of the initiative such as collaborating with fellow students, department mentors and university staff were a highlight. In addition, the opportunity to develop and use skills in technology for online classroom delivery was identified as a positive outcome. The academic staff survey results also reveal that opportunities for collaboration were positive experiences, as were the foci of the initiative on professional learning and the assessment of authentic deliverables (i.e. video and audio tasks to support the learning@home platform). Similarly, mentors identified the positives as working closely with Initial Teacher Education students, the opportunity for professional learning, and the provision of feedback to ITE students’ scripts and audios. Both ITE student and academic staff
respondents rated the collaboration with parent groups and sector representatives less highly, and this area of collaboration was not applicable to Department of Education mentors. This is an area that could be further developed in future related initiatives and it is noteworthy that for the purposes of this evaluation, no data were collected to establish feedback from other stakeholders, including parent groups and the Queensland College of Teachers.

The surveys included a future vision component, specifically seeking feedback from ITE students, the academic staff and mentors with the view to continually improving the initiative. Academic staff provided feedback on some of these challenges, including understanding requirements (4 mentions) and timeframes (7 mentions). Some mentors reported that the student-to-mentor ratio was challenging (3 mentions), and clearer guidance on lesson sequencing (3 mentions) was required. More than half of the ITE students surveyed indicated they felt the ‘in-person’ PEx opportunities usually undertaken in schools remain the most effective learning environment for initial teacher education.

In summary, this evaluation reveals that the approach facilitated the development of additional skills for all participants involved, and achieved the aim of providing a structured, graduate stage PEx learning initiative for ITE students in their final semester of study, in readiness to join the teaching profession when they otherwise might not have had the opportunity to do so. The themes identified in the six key learnings acknowledge the strengths of the initiative and the points of process that warrant attention in any future offering and are related to:

- Use of technology
- Working collaboratively
- Demonstrating the achievement of the Australian Professional Standards for Teachers
- The nature of professional experience
- Process and product
- Feedback and reflection
Context

The impact of COVID-19 on PEx in schools

On Monday 13 April 2020, the Premier of Queensland announced that the first five weeks of the school Term 2 (Monday 20 April – Friday 22 May 2020) would involve learning from home arrangements for Queensland school students due to COVID-19 restrictions. Schools remained open for the children of essential workers and for vulnerable children and implemented a range of models to enable learning and teaching opportunities. Concurrently, ITE students either part-way through or expecting to commence PEx could no longer undertake their scheduled PEx placements. The impact was immediate and profound, with thousands of ITE student PEx placements suspended. Of most concern was the displacement of approximately 1000 ITE students on track to graduate at the end of Semester 1 2020 who required a capstone PEx in order to demonstrate achievement of the Australian Professional Standards for Teachers (APST) at graduate stage.

learning@home

To assist schools across all sectors, the Queensland DoE upscaled a dedicated website to supplement the learning provided by schools and to assist parents and carers to guide their children in ‘at home’ learning. The learning@home resource is an extensive bank of online tools and curriculum materials available for school-aged students to complete at their own pace. The multimedia suite consists of lesson documents, audio, and video resources. The materials cover curriculum from Prep- Year 10 in the areas of English, mathematics, science and reading. According to the website, “learning@home refers to the ways schools will maintain teaching and learning in the event of a prolonged school closure or student absence” (Department of Education, 2020). The resource includes advice to parents and especially those in Prep - Year 3 who are expected to need support to read and understand instructions.

At the time of the Premier’s decision, it was unclear how long these measures may be in place – this would be dependent upon the impact of the global pandemic in the local context. The learning@home website of resources played a key role in supporting teachers to deliver a continuous learning experience in an emergency education context where the return to school date was unknown. The logo shown in Figure 1 is now a well-known feature of emergency education in Queensland.
The WiL Initiative

In late March 2020 restrictions were imposed on PEx placements across Queensland due to the learning at home requirements. As a result, ITE students in Queensland experienced some interruption to their PEx placements. In response, the learning@home WiL Initiative was conceived as a partnership between the QCDE and the DoE, in collaboration with key stakeholders. A key driver was feedback from Parents and Citizens Queensland, who were keen to ensure support for those taking on the responsibility of learning at home, often parents who were also working from home. To meet imminent needs, and to abide by an extraordinary Queensland College of Teachers (QCT) Board ruling reducing required PEx days to 45, the WiL Initiative would only be available for ITE students expected to graduate at the end of Semester 1 2020.

Participants of the program were final year ITE students who would otherwise be unable to graduate because of an absence of an ‘in school’ graduate stage PEx, which also required completion of a threshold quantum of days of PEx. This initiative ensured that ITE students could undertake an assessable WiL experience. The WiL Initiative would form part of their program completion and graduation requirements, including demonstrated attainment of the Australian Professional Standards for Teachers (APSTs) at the required graduate level.

The WiL Initiative design provided an opportunity for ITE students to develop and deliver online content that would complement resources developed and delivered by the Queensland Department of Education via the learning@home website. The WiL initiative included processes to ensure the ITE students received scaffolded support from DoE mentors and university supervisors to:

- plan effectively – preparation for teaching
- teach effectively – enactment of teaching
- manage effectively – create safe and supportive learning environments
- apply DoE mentor and/or university supervisor feedback
• prepare and present video reflections on their own practice and learning
• demonstrate professional conduct.

The WiL Initiative was comprised of four tasks together equivalent to 15 days of professional learning:
• Task 1 - Induction
• Task 2 - Development of audio scripts in English, mathematics and science
• Task 3 – Development of video lessons across a learning sequence
• Task 4 - Individual critical reflection (video)

A summary of the detail of the tasks is provided in Appendix A. All tasks were non-graded (i.e., pass/fail) and mapped to specified APSTs at graduate stage; ITE students had to demonstrate achievement of those APSTs within each task, at graduate standard. All four tasks had to be completed to satisfactory/graduate stage in order to successfully pass the WiL Initiative. All tasks were supervised and assessed by registered teachers. Tasks 1, 3 and 4 were supervised and assessed by qualified university staff/registered teachers; Task 2 was supervised and assessed by the DoE mentor. As with all professional placements, ITE providers had specific processes to identify and support ITE students at risk of failing the requirements.

**Key stakeholders and participants**

Collaboration between numerous stakeholders was crucial for project success. These stakeholders include:

- Queensland Council of Deans of Education (QCDE) and their ten universities
- Queensland Department of Education (DoE) and Parents and Citizens Queensland (P&Cs Qld)
- Independent Schools Queensland (ISQ) and the Queensland Independent Schools Parents Network (QISPN)
- Queensland Catholic Education Commission (QCEC) and Catholic School Parents Queensland (CSPQ)
- Queensland College of Teachers (QCT)

Five universities engaged with the WiL Initiative: Griffith University (GU), the University of the Sunshine Coast (USC), Australian Catholic University (ACU), Central Queensland University (CQU) and James
Cook University (JCU). The number of students and academic staff from each university is presented in Table 1.

<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
<th>Academic Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffith University</td>
<td>105</td>
<td>4</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>54</td>
<td>6</td>
</tr>
<tr>
<td>University of Sunshine Coast</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>James Cook University</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>211</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
Evaluation

In order to understand the impact and success of the WiL Initiative, surveys were administered to ITE students, mentors and academic staff who participated in the initiative (see Appendix B). Ethical Clearance was obtained at Griffith University and subsequently, if required, at each participating university, except for University of Sunshine Coast. Hence, this university did not participate in the data collection. The surveys were administered by the School of Education and Professional Studies, Griffith University via SurveyMonkey and were opened to respondents on 22 June 2020. This ensured that the WiL Initiative had been completed prior to survey response collection. Two reminders were sent as part of the survey response collection in July and the surveys were closed on 31 August 2020.

The surveys were based on questions prompting qualitative feedback from respondents. There was also a scalar question for respondents to rate their experience in terms of different aspects of the WiL Initiative.

The response numbers for the three surveys are as follows:

- 53 ITE student respondents (n=188; representing a 28% response rate)
- 11 academic staff respondents (n=14; representing a 79% response rate)
- 7 mentor respondents (n=7; representing a 100% response rate)

The response rate for ITE students was impacted by the timing of the survey administration, with surveys distributed upon completion of the semester. This also meant that ITE students had completed their program of study and may no longer be accessing their student emails. This timing was unavoidable as it was not acceptable for surveys to be administered until after students completed all aspects of the course to avoid real or perceived bias. Findings from each of the three surveys will be considered in turn.

ITE student survey

Students from all universities involved, except for the University of Sunshine Coast, provided feedback on the learning@home initiative. Figure 2 below presents the proportions of ITE student respondents from each of the participating Universities.
As part of the initiative, students engaged in four tasks that were designed and assessed using the Australian Professional Standards for Teachers (APSTs). Figure 3 below shows the relative importance respondents placed on each of these tasks in terms of demonstrating the APSTs that were identified in this initiative.

Figure 3 reveals that both the Video lesson (Task 3) and Reflection tasks (Task 4) were reported as very important by approximately half of the ITE student respondents, while Induction (Task 1) and Scripts and Audio tasks (Task 2) were still considered important tasks, but less so.
In terms of students’ experiences with different aspects of the learning@home initiative, the radar diagram at Figure 4 shows the ITE students’ perceptions of positive, neutral and negative experiences.

![Radar Diagram](image)

**Figure 4: ITE student ratings linked to their experiences with different aspects of the initiative**

Figures 4 highlights that ‘collaborating with team members’, ‘collaborating with department mentors’ and ‘collaborating with university mentors’ and ‘using technology for lesson delivery’ were four areas valued highly by ITE student respondents. Neutral experiences are aspects such as ‘participating in the induction’ including ‘teaming processes’ and ‘developing lesson scripts’. The experience students rated the lowest was ‘collaborating with parent groups and sector representatives’, with 39% of respondents rating this experience as a 3 or below.

Congruent with these results, it is not surprising that the more common themes around skills that ITE students learnt throughout this initiative were related to technology and teamwork.

Figure 5 presents a word cloud showing the responses to the question “Did you develop any specific skills by participating in this initiative?”. Word clouds enable the responses to be presented in a visual form where the font size relative to other words reflects its frequency. In this case the word cloud captures the words ‘audio’, ‘video’, ‘technology’ and ‘skills’ as the most prominent. The range and diversity of specific skills learned is also noteworthy.
ITE students were asked to state up to three words to best describe the WiL Initiative. The word cloud at Figure 6 provides some insight into the types of experiences ITE students identified. The word ‘challenging’ was clearly used by many respondents, being the largest of the words, with ‘valuable’, ‘learning’, ‘rewarding’, ‘teamwork’, ‘supported’ and ‘collaborative’ also prominent terms. There are also some negative valence terms including ‘stressful’, ‘time-consuming’ and ‘frustrating’.
ITE students were also asked three extended response questions. For the purposes of analysis, the overall sentiments to each of these questions are provided together with a summary of the comments. In relation to the question regarding the presence of a sense of belonging, the majority of ITE student respondents (69%) reported that they felt a sense of belonging during the WiL Initiative. For the main part, the ITE students noted that it was a good experience to work closely with a team, University staff and DoE mentors. Within each of these relational interactions, ITE students felt very supported. Where ITE students reported a neutral response (14.3%), their comments reflected not feeling connected to or having a sense of belonging to teaching as a profession due to missing out on their in-school PEx placements. Almost 17% of the ITE student respondents answered ‘no’ to this question without providing further elaboration.

An analysis of the extended responses revealed comments could be clustered into three key groups and/or places in relation to their participation in the WiL Initiative:

- **The profession including school sites/classroom:** Comments around a sense of belonging to the profession were polarised. One respondent commented that they felt like a global citizen and connected to the profession as they were participating in an experience that was being universally felt across the globe. However, another student responded that they felt ‘isolated from the profession and class structure’ and that not being in a classroom ‘increased their anxiety in commencing teaching’.

- **Staff (including university and DoE staff):** ITE student respondents reported feeling very connected to staff and many expressed appreciation for the support and enthusiasm shown by staff. One respondent noted that connecting with the DoE staff provided them with the missing link to feeling connected to the profession by ‘connecting to an area of the education community that I had yet to actually talk to.’

- **Peers:** Overwhelmingly, ITE student respondents reported feeling very connected to their peers. As students completed most of the WiL tasks in groups of three, the support received from their team members and the functioning of their team had a significant positive effect on their sense of belonging. Linking to AITSL Standard 7 and more specifically Standard 7.4, student respondents noted that their group helped them to feel connected and supported, and that building these relationships ‘strengthened the experience’. Typical comments are encapsulated in the following narrative:
I believe that a key strength of this initiative was in the team-style collaborative work that was done throughout the practicum. I both enjoyed and was challenged by the requirements of working with my peers. My pre-service peer team members challenged me to consider different approaches.

In relation to the question regarding recommending this learning experience to other ITE students, a significant percentage of ITE student respondents (71.4%) either agreed or agreed under certain circumstances that they would recommend this WiL Initiative be repeated for future ITE students. The remaining 28.6% reported that they did not recommend this WiL Initiative be repeated in the future. Responses could be categorised under three main headings:

- **Skills gained**: There were a number of key skills that were gained and these would be useful in future teaching in relation to online delivery and team work. Comments around skills gained focused on the WiL Initiative as a valuable learning experience for future teachers with online learning becoming a more regular part of their day-to-day experience. The main skills identified were IT skills (preparing materials for online delivery) and team building and group management skills (working with and receiving feedback from others).

- **Gaps in knowledge and skills**: Despite learning new skills, some ITE students perceived some elements of teaching are best gained through an in-school PEx and that the WiL Initiative had left them less confident as they prepared for their first teaching placement. This area related directly to their sense of identity as a graduating teacher. Gaps in knowledge and skills that were specifically mentioned were preparedness for the realities of the classroom, including behaviour management and classroom organisation. Students also noted that ongoing and detailed feedback in the WiL Initiative was not the same as feedback discussions during a regular in-school PEx.

- **Future learning opportunities**: Overall, ITE student respondents acknowledged the challenging circumstances and shared positive feedback about the WiL Initiative as it was the only option to complete their professional learning during the specific time of the COVID-19 pandemic. This comment was tempered with the caution that they perceived that ‘nothing replaces in-person practicum and the skills learnt from that experience.’ ITE students commented on the potential learning opportunities that could be afforded through the use of a similar WiL Initiative in the future. They recommended this type of experience would be useful as a simulated learning
experience prior to entering the classroom. They further acknowledged the WiL Initiative as an alternative to an in-school PEx during other situations such as COVID-19 when students were unable to attend classroom placements, and as an opportunity to develop a range of skills to teach online.

In relation to the invitation to add any additional comments, almost 79% of comments were positively framed with 33.3% of those respondents providing additional suggestions and feedback on how the initiative could be improved in further iterations. Most of the additional comments were expressions of gratitude to University staff and DoE mentors in supporting them to be able to graduate within the original time-frame of their program.

One comment referred to this group as being ‘pioneers’ and recognised that although this was not part of their original program plan, the WiL Initiative has been challenging and had enabled them to meet the requirements of their program.

Twenty-one percent of the ITE student respondents felt that the initiative was ‘not very well thought out’ or that it had created ‘gaps in their skills’ and was ‘stressful’ or ‘challenging’ with some respondents stating that they felt underprepared for the realities of the classroom. This lack of preparedness could be linked to the prescriptive nature of the task designs that they were required to undertake with students reporting that they were unable to ‘be creative’, ‘have their own teaching style come through’ or take advantage of ‘teachable moments’.

However, the following comment is representative of the overall sentiment that came through the students’ comments in this section:

> I really appreciate the effort all educators went to to ensure we graduated mid-year. It was a great experience and I believe I am more capable to teach through remote learning now if this was to occur again.

**Academic staff survey**

Academic staff were invited to rate their experiences in terms of different aspects of the initiative; twelve provided responses. Figure 7 presents the radar diagram of academic responses and demonstrates what aspects were regarded as positive, neutral and negative.

The figure reveals several aspects that academic staff scored highly. These are: collaborating with university staff, department staff and university colleagues from a range of universities; the opportunity
for professional learning; assessing video reflections using APSTs; and assessing video scripts and videos using APSTs.

The experience that was neutral for academic staff was ‘collaborating with parent groups and sector representatives’, while the area that scored the lowest by most academic staff was ‘working with tight timeframes’.

Figure 7: Academic staff ratings linked to their experiences of different aspects of the WiL Initiative

The academic staff identified the strengths they observed in ITE students throughout the WiL Initiative. The below word cloud (Figure 8) visually presents these responses, and highlights qualities such as ‘collaborative’, ‘flexibility’, ‘resilience’, ‘adaptability’ and ‘feedback’ as areas where ITE students demonstrated strength.

Figure 8: Academic team’s responses on the strengths of ITE students
In addition to this question, academic staff were asked what they believe the motivations were for ITE students to engage in the online community. Figure 9 summarises these motivations.

![Figure 9: Identification of student motivations by the academic team](image)

The word cloud at Figure 9 demonstrates the intrinsic nature of what motivated ITE students as anticipated by the academic staff during the WiL Initiative, with positive valence terms such as ‘collaboration’, ‘learning’, ‘opportunity’, ‘working’ and ‘mentors’ mentioned by numerous respondents.

The academic staff were also asked to identify three words that best described their experience in this initiative. The word cloud below (Figure 10) provides the insight from the twelve respondents.

![Figure 10: Academic team’s responses to describe their experience in the learning@home Initiative](image)
The words ‘challenging’, ‘rewarding’, ‘exciting’ and other generally positive terms appear in the word cloud. Also, of interest is the recognition that the academic staff were participating in an initiative that they considered to be ‘ground-breaking’, ‘cutting edge’, ‘unique’, ‘energising’ and ‘creative’.

In relation to the aspect of the students’ work that required the most feedback and development, the academics indicated:

- interpreting the task requirements;
- developing confidence about approaching the task and task processes;
- connecting with learners effectively via this asynchronous mode;
- developing effectively sequenced and engaging audio and video learning resources; and
- reflecting critically on the tasks.

The academic respondents nominated ‘seeking clarification of the task requirements’ and ‘support for, or feedback on, the development of the video task’ as the two most common areas of ITE student work that required feedback.

In relation to the question inviting the identification of the most important things for the success of this initiative, academic respondents’ nominations are shown in the word cloud below (Figure 11). The common answers to this question were: ‘support’, ‘teamwork’ and ‘communication’.

![Figure 11: Academic team’s responses to describe the most important things for the success of this initiative](image)
Other factors that were deemed to be important by the academic staff included:

- clarity of task expectations;
- connectedness of each task to APSTs at graduate stage;
- reassurance to students and the extension of pastoral care where needed;
- a commitment to the processes and procedures of the Initiative;
- belief in the value of the Initiative for preparation for the profession;
- leadership of stakeholders and participant collaborators; and
- collaboration with stakeholders (especially the DoE).

The most frequently identified success factors (identified in the word cloud by the relative size of key terms) were support for participants, including support for ITE students to undertake the tasks; communication across the stakeholders and participants groups; and the willingness to undertake teamwork and collaboration.

In relation to the question about challenges that needed to be overcome, academic staff respondents identified several factors, including:

- the tight timeframe required to understand and implement the alternative WiL Initiative as assessable tasks for their students;
- the higher levels of support students required in order to make sense of and confidently address the task requirements;
- confidence and abilities in technology, providing support for the technology required by the tasks;
- identifying the potential evidence of graduate stage APSTs for some tasks;
- effective ways to monitor and assess teamwork amongst their students;
- the role of participants (e.g., DoE mentors, academic staff etc); and
- tight timeframes for implementation of the Initiative.

However, the most frequently identified challenges (as identified in the word cloud, Figure 12) were having a clear understanding of the task requirements, managing student expectations, and assessing/matching task requirements to APSTs:
In relation to the question about what academic staff learnt from this experience, most responses clustered around the adaptability and resilience of the ITE students and the benefits of cross-sector collaboration as key learnings from this experience. Also identified was the genuine potential of online learning resources and initiatives for supporting the professional learning of ITE students within ITE programs, and the importance of modelling flexibility, resilience, empathy and teamwork for ITE students (and colleagues).

In relation to the invitation to provide further recommendations, academic staff recommended the inclusion of specific resources to support ITE student learning and engagement in the tasks within the WiL Initiative. These included resources to support team planning and processes, for example, recording feedback from within working teams and from DoE mentors on learning@home materials. Another suggestion was the inclusion of additional resources, such as an exemplar of task deliverables to support ITE student understanding of the task expectations. Academic staff also suggested more comprehensive preparation sessions for ITE students to clearly unpack task requirements and expectations, and suggested more consideration be given to the timeframes for implementation.
Mentor survey

Mentors from the Queensland DoE were asked to rate their experiences in terms of a range of aspects of the initiative and all seven provided responses. Figure 13 shows the radar diagram of mentor responses and demonstrates what aspects were regarded as positive, neutral and negative.

![Radar diagram of mentor responses](image)

Figure 13: Mentor ratings linked to their experiences of different aspects of the WiL Initiative.

Mentors provided high scores for 'working closely with ITE students', 'opportunity for professional learning' and 'providing feedback on scripts and audios'. 'Collaborating and moderating with other departmental staff' as well as 'working within timeframes' were scored neutrally and 'utilising the criteria sheets and APSTs to guide the mentoring process' scored lowest. The aspects of 'collaborating with university staff' and 'collaborating with parent groups and sector representatives' were deemed as not applicable.

The mentor team identified the strengths that they observed in ITE students throughout the initiative. The word cloud at Figure 14 provides these responses, and highlights qualities such as 'willingness', 'knowledge' and 'feedback' as areas where the students demonstrated strength.
Mentors were also asked what three words best described their experience in this initiative. The word cloud at Figure 15 provides insight into the experiences of the mentors with words such as ‘rewarding’ and ‘useful’ prominent among their responses. Like the academic staff, there was some recognition that the mentors understood this to be a novel project, using words such as ‘new’, ‘exciting’ and ‘game-changing’.

Figure 14: Mentor team responses on the strengths of students

Figure 15: Mentor responses describe their experience in the learning@home initiative
In relation to the question about the aspect of the students’ work that required the most feedback and development, the mentors identified the following:

- pitching the lessons in terms of scaffolding the academic content at the level of students and parents, catering for diverse student groups, and also not bringing in too much teacher talk;
- confidence with understanding the online pedagogy and also student predisposition to online learning;
- proof reading their own writing; and
- ensuing quality audio recordings without background noise or interference.

In relation to the question about the most important requirements to ensure the success of this initiative, the mentors’ responses could be grouped into three themes:

- requirements for ITE students: curriculum knowledge; pedagogical scaffolding; know students; being resilient and receptive to constructive criticism and putting the constructive criticism into practice; technological knowledge; orientation to collaboration;
- requirements for task design: clear expectations about timelines; consistency of practice; reliable internet connection; quality models; real-time progress reporting; and
- requirements for mentors: providing feedback that was based on experience, was supportive and did not over complicate the task; to know how to build trust; orientation to collaboration; understanding of the task; understanding of processes and practices of mentoring.

In relation to the question about the most difficult challenges, the mentors nominated:

- aspects related to the task design: when lessons were randomly allocated rather than being in a series of lessons;
- aspects related to mentor activity: the need for clear and consistent communication and for mentors to not over complicate the task by introducing their own initiatives; the need to repeat feedback to ensure it was understood;
- aspects related to logistics: finding a mutually suitable meeting time; working within short timeframes and managing the workload; repeating general feedback to individual ITE students rather than having all the ITE students together to receive the same general feedback; variation in audio recording devices; and
- aspects related to the ITE students: when ITE students did not respond to feedback; having to repeat the feedback to some ITE students.
In relation to the question about what mentors learnt from the experience, nominations centered on:

- new insights into the qualities of ITE students, including their capacity to adapt;
- the need for clear and consistent messaging regarding criteria;
- the need for ITE students to learn more about how to teach, and less on what to teach;
- new technological knowledge and communicating with new technology; and
- affirmation that the mentor still has worthwhile professional knowledge.

One mentor advised that they have been working with ITE students throughout their teaching career, and thus did not have any new learnings as a result of this WiL Initiative.

In relation to the question about future recommendations, the mentors’ responses were clustered around:

- project design, in particular the number of ITE students being supervised by each mentor, more time for supervisory tasks, clearer and more consistent communication regarding allocation of lessons and expectations for the deliverables; and
- feedback from stakeholders, in particular the students and parents.

One mentor affirmed the success of the project and offered that they couldn’t suggest anything at this stage.
Key Learnings

This section of the report identifies six key learnings about the rapid response WiL Initiative in Queensland in Semester 1, 2020. Feedback from students, the academic team and mentors who participated in this initiative is diverse and provides a good basis to develop this initiative further. These learnings have been clustered on a PMI (Plus, Minus and Interesting) around six key learning themes so as to acknowledge the strengths of the initiative and the points of process that warrant attention in any future offering, see Table 2. These themes are:

- The use of technology;
- Working collaboratively;
- Demonstrating the achievement of the Australian Professional Standards for Teachers;
- The nature of professional experience;
- Process and product; and
- Feedback and reflection.

Table 2: PMI summary of learning@home WiL Initiative

<table>
<thead>
<tr>
<th>Key learning theme</th>
<th>WiL Initiative Plus</th>
<th>WiL Initiative Minus</th>
<th>WiL Initiative Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of technology</td>
<td>Some participants from all stakeholder groups identified new learnings about online delivery of learning and teaching for school students. For some participants, this was a pleasant surprise.</td>
<td>Some participants from all stakeholder groups identified tensions with the use of and reliance upon technology for online learning and teaching.</td>
<td>Some participants were learning and teaching online for the first time and using technologies for the first time. With ongoing use, it will be interesting to see how participants’ feedback changes over time.</td>
</tr>
<tr>
<td>Working collaboratively</td>
<td>Some participants from all stakeholder groups identified the benefits of collaboration across these stakeholder groups. For some participants, this was both instructive and a pleasant surprise.</td>
<td>Some participants from all stakeholder groups identified the complexities with establishing new ways of working within a remote learning experience. Some of the complexities was because of technology and some of the complexities was because of differences</td>
<td>The collaborations across stakeholder groups provided ITE students with insight into APST 7.4. Although the impetus for the WiL Initiative came from the Parent Groups, engagement with Parent Groups was sidelined during the project. There is an opportunity for Parent Groups to be more involved in the feedback loops in future rollouts (relates to APST 7.3). This is important because they</td>
</tr>
<tr>
<td>Demonstrating achievement of APSTs</td>
<td>The data show that the WiL Initiative allowed soon-to-be-graduating ITE students to demonstrate the achievement of a certain set of APSTs.</td>
<td>The data show that the WiL Initiative did not allow soon-to-be-graduating ITE students to demonstrate some APSTs, in particular those around providing feedback to school students (APST 5.2), managing classroom activities (APST 4.2), and managing challenging behaviours (APST 4.3).</td>
<td>As each of the ITE programs move through AITSL Stage 2 accreditation in the years ahead, the impact of this WiL Initiative on graduating teachers as they move through their early career teacher journey will be reflected upon.</td>
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<tr>
<td>Nature of professional experience</td>
<td>The data show that the WiL Initiative provided for the development of new and interesting professional knowledges and skills for soon-to-be graduating teachers.</td>
<td>The data show that the WiL Initiative does not completely replace an in-school PEx. School-based PEx still needs to be a substantive part of the ITE program.</td>
<td>Some participants from all stake holder groups were more appreciative of the need for all teachers to have a wider and more purposeful repertoire of practices for planning for and teaching online.</td>
</tr>
<tr>
<td>Process and product</td>
<td>Some participants from all stake holder groups identified the clear and consistent processes in place.</td>
<td>Some participants from all stake holder groups identified the need for more clarity and consistency in the explanation of tasks.</td>
<td>A further offering of this WiL Initiative will provide an opportunity to refine these points of discussion. Now that we’ve rolled out one WiL Initiative, we now have samples of ITE students’ work. This will be helpful moving forwards.</td>
</tr>
<tr>
<td>Feedback and reflection</td>
<td>Some ITE students provided strong praise for their mentors, university liaisons and peers and the positive impact these individuals had on the overall WiL Initiative.</td>
<td>Some mentors identified issues around load (number of mentees per mentor), timelines (too fast), some ITE students not being receptive to critical feedback, and variable quality of technical equipment.</td>
<td>A further offering of this WiL Initiative will provide an opportunity to refine these points of discussion.</td>
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</table>
References

Appendix A - learning@home Work
Integrated Placement – Task Descriptions & Criteria Sheets

Background

On Monday 13 April 2020, the Premier of Queensland announced that the first five weeks of the school term (Monday April – Friday 22 May 2020) will involve learning from home arrangements for Queensland schools. Schools will remain for the children of essential workers and vulnerable children. Schools are adopting a range of models to enable learning opportunities for their students. To assist schools across all sectors, the Department of Education (DoE) has developed a dedicated website to supplement the learning provided by the school and to assist parents and carers to guide their children in home learning. The learning@home multimedia suite consists of lesson documents, audio, and video resources.

Led by the Queensland Council of Deans of Education (QCDE), Queensland Initial Teacher Education (ITE) providers, the DoE and P&C Queensland, a virtual placement model for preservice teachers to support the learning@home initiative has been developed.

http://qcde.edu.au/ - members are ACU, CHC, CQU, GU, JCU, QUT, SCU, UQ, USC and USQ.
To meet imminent needs, and to abide by an extraordinary QCT Board ruling, the learning@home work integrated placement will initially only be available for those students graduating in Semester 1 2020.

The learning@home placement requires preservice teachers, supported by DoE mentors and university supervisors, to:

☑️ plan effectively – preparation for teaching
☑️ teach effectively – enactment of teaching
☑️ manage effectively – create safe and supportive learning environments
☑️ apply DoE mentor and/or university supervisor feedback
☑️ prepare and present video reflections on their own practice and learning
☑️ demonstrate professional conduct.

The learning@home work integrated placement comprises four tasks

Preservice teachers work in teaching teams of three (3) to devise audio scripts, audio recordings (called Task 2), and video recordings (called Task 3) of learning@home lesson sequences for use by parents, guardians and students using the learning@home site. Preservice teachers must follow the process outlined in the learning@home Preservice Teacher Induction Booklet prepared by DoE. Preservice teachers document and critically reflect on their professional practice and learning across these activities, and present that learning in an analytical video (called Task 4).

All tasks are non-graded, pass/fail and must be completed satisfactorily to a graduate standard. ITE students/preservice teachers must successfully complete all four tasks to pass the learning@home work integrated placement. All tasks are supervised and assessed by registered teachers. Tasks 1, 3 & 4 are supervised and assessed by qualified university staff; task 2 is supervised and assessed by the DoE mentor. As with all professional placements, ITE providers will have specific processes to identify and support those preservice teachers at risk of failing the placement.

**Task 1: Induction**

The induction task requires that preservice teachers work within a nominated area of Primary teaching specialisation (English, Mathematics, Science) or a Junior Secondary Teaching Area to:

- complete and demonstrate understanding of the DoE learning@home preservice teacher induction process,
- form teaching teams and formulate a set of effective team processes and time lines (including milestones and deliverables) for addressing tasks 2 and 3 within the DoE learning@home requirements,
- understand strategies for working effectively, sensitively and confidentially with parents/carers in mind via asynchronous learning resources
- develop an individual professional learning plan identifying specific learning needs for completing tasks 2 and 3 within teaching teams, within the requirements for the DoE learning@home initiative.

**Assessment criteria (non-graded pass/fail) - See Appendix A - Task 1 Marking Rubric w APST Descriptors**
• Team plan articulates a clear and feasible set of processes and timelines that adequately address the requirements of tasks 2 and 3, and the DoE learning@home requirements, within the timeframe of the placement.

APST 7.1, 7.2, 7.3, 7.4

• Individual professional learning plan identifies and articulates appropriate professional learning needs and strategies that address tasks 2 and 3, the DoE learning@home requirements, and the context of the placement

APST 6.1, 6.2, 6.3, 6.4

Task 2: Development of audio scripts

This task requires preservice teachers to work in teaching teams within a nominated area of Primary teaching specialisation (e.g. English, Mathematics, Science) or a Junior Secondary Teaching Area or English, Mathematics or Science to produce audio scripts and audio recordings for asynchronous online learning resource for use by parents, carers and students. Task 2 provides the scaffolding before preservice teachers move onto task 3 within their nominated teaching area.

The focus of this task is on:

• learning how to read a lesson and produce an audio script for asynchronous online learning for parents, carers and/or older students.
• working collaboratively within a community of practice with two other preservice teachers and a DoE mentor teacher, within
• a cycle of writing, seeking feedback, implementing feedback in edited scripts, and audio recording/editing a finished product.

The task is led by the DoE mentor (acting as supervising teacher) with support from university staff (acting as university liaison). Preservice teachers work in teams of 3 to produce 3 audio files each (total of 9 per group), as allocated by the DoE mentor within the requirements outlined in the DoE learning@home preservice teacher induction booklet and DoE learning@home webpage. University staff provide guidelines for working in teams, rotating team leadership of audio script development, implementing and reporting on team plan (from task 1).

Assessment criteria (non-graded pass/fail) - See Appendix B - Task 2 Marking Rubrics w APST Descriptors

• Development and completion of all allocated audio scripts that meet the requirements outlined in the DoE learning@home preservice teacher induction booklet and DoE learning@home webpage

APST 1.1, 1.2, 1.3, (1.4), 1.5, (1.6), 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, (4.3) 4.4,

• Effective communication with, and responsive participation in, the cycle of audio script production within the process outlined in the DoE learning@home preservice teacher induction booklet, including sustained, responsive engagement in the cycle of script planning, writing, seeking/incorporate feedback, editing, audio recording, audio production as guided by the DoE mentor.

APST 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4
Task 3: Development of video lessons

This task requires preservice teachers to work within teaching teams within a nominated area of Primary teaching specialisation (e.g. English, Mathematics, Science) or a Junior Secondary Teaching Area (e.g. English, Maths, Science, Humanities and Social Sciences, the Arts, Technologies, Health & Physical Education or Languages) to plan, teach and video three concepts that belong to a nominated learning sequence within that teaching area or belong to a multi-disciplinary unit of work. This means that the student groupings may need to change from the student groupings for task 2. The videos are for asynchronous online learning delivery for use by parents, carers and students.

The focus of the task is on:

- identified sequences of learning within the nominated teaching area or specialisation or multi-disciplinary unit of work that demonstrates knowledge of the content and how to teach it, and of planning and implementation of effective teaching and learning sequences;
- the design and production of three video resources per group to support/enable asynchronous delivery of that learning sequence, that demonstrates knowledge of how students learn, and how to create and maintain supportive and safe learning environments; and demonstrates understanding of strategies for working effectively, sensitively and confidentially with parents/carers; Video lessons (of between 6-8 minutes) must follow the format prescribed by the DoE learning@home preservice teacher induction booklet.
- engaging professionally with colleagues in a team of 3 to lead the production of one video each (per preservice teacher); whilst working collaboratively on the design, feedback on and production of the other related videos, to produce a completed set of three videos in total, for nominated sequence of learning/teaching area.

Where consent is provided by preservice teachers, videos may be added to DoE learning@home webpage or used on learning@home TV broadcast.

Assessment criteria (non-graded pass/fail) - See Appendix C - Task 3 Marking Rubrics w APST Descriptors

- Clearly detailed articulation of a three teaching concepts that connect to a sequence of learning within the nominated teaching area or area specialisation;
  
  APST 2.1, 2.2, 2.3, 2.5, 2.6 (2.4)

- Design and production of three video resources that support/enable the asynchronous delivery of the three teaching concepts;
  
  APST 1.1, 1.2, 1.3, 1.5 (1.4), 1.6), 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.4, 4.5, (4.3)
• Effective team teaching to plan, develop, record and produce three video resources, showing rotation of teaching leadership across the three videos, and individual contributions to all of the three videos.

APST 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4

Task 4: Individual critical reflection (video)

This task requires preservice teachers to prepare, script and video record a critical reflection of their own professional learning across tasks 1, 2 & 3, in relation to the preparation and development of asynchronous learning resources for use by parents, carers and students within the learning@home work integrated placement. This is an individual task.

The focus of this task is to script, produce and record onto video an individual critical reflection of the learning@home placement to:

• document and critically reflect on the process of engaging in professional learning, on seeking and applying constructive feedback from supervisors, mentors, and teaching team peers to improve teaching practices, and on a rationale for continued professional learning;
• critically reflect on the process of engaging professionally with colleagues, and with parents/carers and the community in mind while developing asynchronous learning resources.

The individual critical reflection video is to be no longer than 2 minutes in length, and submitted to the university supervisor/s course teaching team for assessment purposes only. This video will not be made available on a public website. Preservice teachers may like to include their completed critical reflection video (and examples of the audio/video tasks completed) in professional e-portfolios for employment and career development purposes.

Assessment criteria (non-graded pass/fail) - See Appendix D - Task 4 Marking Rubrics w APST Descriptors

• Reflection video articulates an evidence based, critical analysis of the presenter’s engagement in professional learning related to the learning@home work integrated placement.

APST 6.1, 6.2, 6.3, 6.4

• Reflection video provides depth and detail of discussion of critical learning about engaging professionally with colleagues and with parents/carers and the community in mind, using examples and scenarios drawn from the learning@home work integrated placement.

APST 7.1, 7.2, 7.3, 7.4
**Task 1: Induction**

This task is assessed as non-graded pass/non-graded fail. To achieve a non-graded pass for this task, the preservice teacher must **individually** be identified as at Graduate Standard for all APSTs.

By participating in & completing the induction tasks relating to the nomination of an area of specialisation or teaching, the formation of teaching teams & the formulation of effective team processes, & in the development of an individual professional learning plan in relation to tasks 2 & 3, the preservice teacher demonstrates sustained professional knowledge & practice as follows:

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<tr>
<th>Preservice Teacher’s Name:</th>
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<tr>
<td>Preservice Teacher’s Email:</td>
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<td>Marking Criteria (APSTs)</td>
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</table>

Individual professional learning plan identifies & articulates appropriate professional learning needs & strategies that address tasks 2 & 3, the DoE learning@home requirements, & the context within which the placement

Demonstrates an understanding of the role of the APST in identifying professional learning needs (6.1)

Understands the relevant & appropriate sources of professional learning for teachers (6.2)

Seeks & applies constructive feedback from supervisors & teachers to improve teaching practices (6.3)

Demonstrates an understanding of the rationale for continued professional learning & the implications for improved student learning (6.4)

Team plan articulates a clear & feasible set of processes & timelines that adequately address the requirements of tasks 2 & 3, & the DoE learning@home requirements, within the timeframe of the placement.

Understands & applies the key principles described in codes of ethics & conduct for the teaching profession (7.1)

Understands the relevant legislative, administrative & organisational policies & processes required for teachers according to school stage (7.2)

Understand strategies for working effectively, sensitively & confidentially with parents/carers (7.3)

Understand the role of external professionals & community representatives in broadening teachers’ professional knowledge & practice (7.4)

Comments:

University Supervisor’s Name: 
Date:
## Task 2: Development of audio scripts in English, Mathematics & Science for P-10 classes

This task is assessed as non-graded pass/non-graded fail. To achieve a non-graded pass for this task, the preservice teacher must individually be identified as at or above Graduate Standard for all APSTs.

By working in teaching teams of 3, with a Department of Education (DoE) mentor, to produce 3 audio files each (total of 9), in a nominated area of specialisation (English, Maths or Science) the preservice teacher demonstrates sustained professional knowledge & practice as follows:

<table>
<thead>
<tr>
<th>Marking Criteria (APSTs)</th>
<th>Below Graduate Standard</th>
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<tbody>
<tr>
<td>Development &amp; completion of all allocated audio scripts that meet the requirements outlined in the DoE learning@home preservice teacher induction booklet &amp; DoE learning@home webpage</td>
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<tr>
<td>Demonstrates knowledge &amp; understanding of physical, social &amp; intellectual development &amp; characteristics of students &amp; how these may affect learning (1.1)</td>
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<tr>
<td>Demonstrates knowledge &amp; understanding of research into how students learn &amp; the implications for teaching (1.2)</td>
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<td>Demonstrates knowledge of teaching strategies that are responsive to the learning strengths &amp; needs of students from diverse linguistic, cultural, religious &amp; socioeconomic backgrounds (1.3)</td>
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<tr>
<td>Demonstrates knowledge &amp; understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (1.5)</td>
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<td>Where possible: Demonstrates broad knowledge &amp; understanding of the impact of culture, cultural identity &amp; linguistic background on the education of students from Aboriginal &amp; Torres Strait Islander backgrounds (1.4)</td>
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<tr>
<td>Where possible: Demonstrate broad knowledge &amp; understanding of legislative requirements &amp; teaching strategies that support participation &amp; learning of students with disability (1.6)</td>
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<tr>
<td>Knows &amp; understands literacy &amp; numeracy teaching strategies &amp; their application in teaching areas (2.5)</td>
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<tr>
<td>Implements teaching strategies for using ICT to expand curriculum learning opportunities for students (2.6)</td>
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<td>Marking Criteria (APSTs)</td>
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<td>Plans lesson sequences using knowledge of student learning, content &amp; effective teaching strategies (3.2)</td>
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<td>Includes a range of teaching strategies (3.3)</td>
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<td>Demonstrates knowledge of a range of resources, including ICT, that engage students in their learning (3.4)</td>
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<tr>
<td>Demonstrates a range of verbal &amp; non-verbal communication strategies to support student engagement (3.5)</td>
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<tr>
<td>Describes a broad range of strategies for involving parents/carers in the educative process (3.7)</td>
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<tr>
<td>Identifies strategies to support inclusive student participation &amp; engagement in classroom activities (4.1)</td>
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<tr>
<td>Demonstrates the capacity to organise classroom activities &amp; provide clear directions (4.2)</td>
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<tr>
<td>Describes strategies that support students’ wellbeing &amp; safety working within school and/or system, curriculum &amp; legislative requirements (4.4)</td>
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<td>Demonstrates an understanding of the relevant issues &amp; the strategies available to support the safe, responsible &amp; ethical use of ICT in learning &amp; teaching (4.5)</td>
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<td>Where possible</td>
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<tr>
<td>Demonstrates knowledge of practical approaches to manage challenging behaviour (4.3)</td>
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<tr>
<td>Effective communication with, &amp; responsive participation in, the cycle of audio script production within the process outlined in the DoE learning@home preservice teacher induction booklet, including sustained, responsive engagement in the cycle of script planning, writing, seeking/incorporating feedback, editing, audio recording, audio production as guided by the DoE mentor.</td>
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<td>Engage in professional learning</td>
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<tr>
<td>Demonstrates an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs (6.1)</td>
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<tr>
<td>Understands the relevant &amp; appropriate sources of professional learning for teachers (6.2)</td>
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<tr>
<td>Seeks &amp; applies constructive feedback from supervisors &amp; teachers to improve teaching practices (6.3)</td>
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<tr>
<td>Engage professionally with colleagues, parents/carers &amp; the community</td>
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<tr>
<td>Understands &amp; applies the key principles described in codes of ethics &amp; conduct for the teaching profession (7.1)</td>
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Marking Criteria (APSTs)

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Understands the relevant legislative, administrative & organisational policies & processes required for teachers according to school stage (7.2)

Understands strategies for working effectively, sensitively & confidentially with parents/carers (7.3)

Understands the role of external professionals & community representatives in broadening teachers’ professional knowledge & practice (7.4)

Comments:
DoE Mentor’s Name:
Date:

Task 3 Video Lessons

This task is assessed as non-graded pass/non-graded fail. To achieve a non-graded pass for this task, the preservice teacher must individually be identified as at or above Graduate Standard for all APSTs.

By working in teaching teams of 3, with University Mentors, to produce 3 video lessons (6-8mins each), at a total of 3 per team, in a nominated area of specialisation (e.g. English, Maths or Science for Primary) or one teaching area for junior secondary (English, Maths, Science, Humanities & Social Sciences, the Arts, Technologies, HPE or Languages), the preservice teacher demonstrates sustained professional knowledge & practice as follows:

Marking Criteria (APSTs)

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Clearly detailed articulation of a three teaching concepts that connect to a sequence of learning within the nominated teaching area or area specialisation;

Demonstrates knowledge & understanding of the concepts, substance & structure of the content & teaching strategies of the teaching area (2.1)

Organises content into an effective learning & teaching sequence (2.2)

Uses curriculum, assessment & reporting knowledge to design learning sequences & lesson plans (2.3)

Knows & understands literacy & numeracy teaching strategies & their application in teaching areas (2.5)
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<th>Marking Criteria (APSTs)</th>
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<tr>
<td>Implements teaching strategies for using ICT to expand curriculum learning opportunities for students (2.6)</td>
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<tr>
<td><strong>Where possible:</strong> Demonstrates broad knowledge of, understanding of &amp; respect for Aboriginal &amp; Torres Strait Islander histories, cultures &amp; languages (2.4)</td>
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<td><strong>Design &amp; production of three video resources that support/enable the asynchronous delivery of the three teaching concepts;</strong> Demonstrates knowledge &amp; understanding of physical, social &amp; intellectual development &amp; characteristics of students &amp; how these may affect learning (1.1)</td>
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<td>Demonstrates knowledge &amp; understanding of research into how students learn &amp; the implications for teaching (1.2)</td>
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<td>Sets learning goals that provide achievable challenges for students of varying abilities &amp; characteristics (3.1)</td>
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<td>Demonstrates knowledge of a range of resources, including ICT, that engage students in their learning (3.4)</td>
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<td>Demonstrates a range of verbal &amp; non-verbal communication strategies to support student engagement (3.5)</td>
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<td>Identifies strategies to support inclusive student participation &amp; engagement in classroom activities (4.1)</td>
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### Marking Criteria (APSTs)

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<th>Criteria</th>
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<td>Demonstrates the capacity to organise classroom activities &amp; provide clear directions (4.2)</td>
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<td>Describes strategies that support students’ wellbeing &amp; safety working within school and/or system, curriculum &amp; legislative requirements (4.4)</td>
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<td>Demonstrates an understanding of the relevant issues &amp; the strategies available to support the safe, responsible &amp; ethical use of ICT in learning &amp; teaching (4.5)</td>
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<tr>
<td>Demonstrates knowledge of practical approaches to manage challenging behaviour (4.3)</td>
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<tr>
<td><strong>Effective team teaching to plan, develop, record &amp; produce three video resources, showing rotation of teaching leadership across the three videos, &amp; individual contributions to all of the three videos.</strong></td>
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<tr>
<td>Demonstrates an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs (6.1)</td>
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<tr>
<td>Understands the relevant &amp; appropriate sources of professional learning for teachers (6.2)</td>
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<tr>
<td>Seeks &amp; apply constructive feedback from supervisors &amp; teachers to improve teaching practices (6.3)</td>
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<tr>
<td>Understands &amp; apply the key principles described in codes of ethics &amp; conduct for the teaching profession (7.1)</td>
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<tr>
<td>Understands the relevant legislative, administrative &amp; organisational policies &amp; processes required for teachers according to school stage (7.2)</td>
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<tr>
<td>Understands strategies for working effectively, sensitively &amp; confidentially with parents/carers (7.3)</td>
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<tr>
<td>Understands the role of external professionals &amp; community representatives in broadening teachers’ professional knowledge &amp; practice (7.4)</td>
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**Comments:**

**University Supervisor’s Name:**

**Date:**
Task 4: Critical Reflection Task

This task is assessed as non-graded pass/non-graded fail. To achieve a non-graded pass for this task, the preservice teacher must individually be identified as at or above Graduate Standard for all APSTs.

By working individually to reflect on the development of asynchronous online learning & teaching materials undertaken across tasks 1, 2 & 3, preservice teachers script & produce a 2 minute video reflection to document & discuss their professional learning, demonstrating sustained professional knowledge & practice as follows:

<table>
<thead>
<tr>
<th>Marking Criteria (APSTs)</th>
<th>Below Graduate Standard</th>
<th>At Graduate Standard</th>
<th>Above Graduate Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection video articulates an evidence based, critical analysis of the presenter’s engagement in professional learning related to the learning@home work integrated learning placement.</td>
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<td>Understands the relevant &amp; appropriate sources of professional learning for teachers (6.2)</td>
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<tr>
<td>Demonstrate an understanding of the rationale for continued professional learning &amp; the implications for improved student learning (6.4)</td>
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<tr>
<td>Reflection video provides depth &amp; detail of discussion of critical learning about engaging professionally with colleagues, parents/carers &amp; the community, using examples &amp; scenarios drawn from the learning@home work integrated learning placement.</td>
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<td>Understands &amp; apply the key principles described in codes of ethics &amp; conduct for the teaching profession (7.1)</td>
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</table>
Marking Criteria (APSTs)

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</table>

Comments:
University Supervisor's Name:
Date:

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learning@home WIL Placement Professional Learning Plan Template

Date

Preservice Teacher

University Mentor/Supervising Teacher

Purpose: Identify immediate strategies for building professional skills and knowledge to enable achievement of success criteria/APSTs across tasks 2, 3 & 4 working in a teaching team/community of practice context.

Individual Professional Learning Plan

<table>
<thead>
<tr>
<th>Task Criteria</th>
<th>Specific description of professional learning need/s</th>
<th>Related APSTs</th>
<th>Who/what will assist?</th>
<th>Strategy for implementation</th>
<th>Demonstrated by:</th>
</tr>
</thead>
</table>
learning@home WIL Placement Team Process & Team Plan Template

<table>
<thead>
<tr>
<th>Team Process &amp; Team Plan</th>
<th>Agreed Check In Day/Times (Weekly)</th>
<th>Agreed asynchronous team working arrangements: Example: process for communication across team members synchronously and asynchronously, facility for sharing files/working simultaneously on plans and items (e.g. icloud, Kami, flipgrid, padlet, L@G etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7767EDN learning@home WIL Placement</td>
<td>Team Meetings: With University Mentor:</td>
<td></td>
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<tr>
<td>Teaching Area Nominated:</td>
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<tr>
<td>Team Details:</td>
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<tr>
<td>Name</td>
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<td>Email:</td>
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</table>

**Task 2:** Work in teaching teams of 3, with a Department of Education (DoE) Mentor, to produce 3 audio files each (total of 9), in a nominated area of specialisation (English, Maths or Science).

**Task 3:** Work in teaching teams of 3, with a University Mentor, to produce 3 video lessons (6-8mins each), at a total of 9 per team, in a nominated area of specialisation (e.g. English, Maths or Science for Primary) or one teaching area for junior secondary (English, Maths, Science, Humanities & Social Sciences, the Arts, Technologies, HPE or Languages).
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<tr>
<td><strong>Team signatures on completed agreement:</strong></td>
<td><strong>Moderated and signed,</strong></td>
<td></td>
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<tr>
<td><strong>University Mentor:</strong></td>
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</table>
Appendix B – Survey questions

Student Survey Questions

Q1. Where are you studying?

Q2. Each of the 4 tasks were designed and assessed in terms of the Australian Professional Standards for Teachers (APST) as detailed in the Task Description and Criteria sheets. Reflecting on the task and the APSTs, please indicate the contribution of each in terms of their level of importance for demonstrating the APSTs identified in the criteria sheets.

Q3. Rate your experience of different aspects of the learning@home initiative on the 10-point scale below. 1 indicates the lowest satisfaction with the aspect, and 10 indicates the highest satisfaction with the aspect.

Q4. Did you develop any specific skills by participating in this initiative? Please list.

Q5. Would you recommend this learning experience for other initial teacher education students? Why or Why not?

Q6. Please add any additional comments about your experience you wish to share with us.

Q7. Did participation in this initiative give you a sense of belonging? Please explain.

Q8. What three words would you use to describe your experience in this initiative?

Academic staff survey questions

Q1. Please reflect on your experience in this role and rate your experience of different aspects of the learning@home initiative on the 10-point scale below where 1 indicates the lowest satisfaction with the aspect, and 10 indicates the highest satisfaction with the aspect.

Q2. What strengths did initial teacher education students display during the mentoring process? Please describe.

Q3. What motivated students to actively engage with the online community? Please list up to three.

Q4. What aspects of students' work required the most feedback and development? Please describe.

Q5. What were the most important things for the success of this initiative? Please list up to three.

Q6. Were there challenges to overcome in implementing this initiative? If so, please list up to three.

Q7. What did you learn from this experience? Please describe.

Q8. If this program were to be repeated, what recommendations would you suggest?

Q9. What three words would you use to describe your experience in this initiative?
Mentor survey questions

Q1. Please reflect on your experience in this role and rate your experience of different aspects of the learning@home initiative on the 10-point scale below. 1 indicates the lowest satisfaction with the aspect, and 10 indicates the highest satisfaction with the aspect.

Q2. What strengths did initial teacher education students display during the mentoring process? Please describe.

Q3. What aspects of the students’ work required the most feedback and development? Please describe.

Q4. What were the most important requirements to ensure the success of this initiative? Please list up to three.

Q5. What were the most difficult challenges to overcome during this initiative (if any)? Please list up to three.

Q6. What did you learn from this experience? Please describe.

Q7. If this program were to be repeated, what recommendations would you suggest? Please describe.

Q8. What three words would you use to describe your experience? Please describe.