



## Professional Experience - Mentor Information

EDU40006 Ready to Teach Early Childhood: Practicum 5E

**Required days:** 20 days full time. Any missed days must be made up.  
**Required setting:** Preschool – Early Childhood setting    **Age Group:** 3-5 years

### Overview:

This is the *fifth* Professional Experience Unit of the Bachelor of Education (Early Childhood). Pre-service teachers (PST) are required to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience, PSTs will engage with unit materials that will prepare them for the expectations of this 'Ready to Teach Practicum'. Pre-service teachers are expected to involve themselves fully in the life of the early childhood setting and reflect on their practice and performance in discussion with their Mentor and Swinburne Online eLearning Advisor (eLA). As this is the final early childhood professional experience unit within the course, PSTs will be required to demonstrate competency across all seven of the Australian Professional Standards for Teachers (Graduate). Pre-service teachers are expected to take on a large percentage of responsibility within the first two weeks of this professional experience and required to assume **full teaching responsibility for the final two weeks**.

The role of the Mentor in the professional setting is crucial to both the University and the Pre-service Teacher in facilitating and supporting professional experience, and we acknowledge and appreciate the significant time that is devoted to this task. In an effort to ensure that this experience is rewarding for all parties, we hope that the information contained in this document clarifies and assists in defining the role.

### The expectations for the Mentor:

- Familiarise yourself with the Swinburne Online Professional Experience Handbook and website.
- Discuss the professional experience requirements with the Pre-service Teacher (PST) and provide an induction.
- Communicate the setting's philosophy, policies and procedures.
- Share expectations for professional conduct.
- Encourage the PST's involvement in all aspects of the setting's life when appropriate (e.g. staff meetings, professional development, excursions and events etc.).
- Guide the PST in establishing and maintaining professional relationships with children, staff and families.
- Encourage the PST to critically and regularly reflect on their practice in line with the Australian Professional Standards for Teachers (Graduate).
- Provide the PST with support and guidance with all aspects of planning.
- Model, share and discuss teaching and behaviour guidance strategies.
- Share your planning and assessment.
- Encourage collaboration with children, families and teachers.
- Negotiate planning time with the Pre-service Teacher.
- Observe the Pre-service Teacher teaching, and provide ongoing, honest and constructive feedback.
- Share and discuss teacher wellbeing strategies with the PST (e.g. managing planning and teaching workloads).
- Schedule regular meetings to discuss planning and progress.
- Schedule a midway progress meeting with the PST to complete interim report and a meeting to complete the final report at the conclusion of the professional experience.

### The reporting responsibility of the mentor:

We acknowledge the challenge and responsibility that comes with assessing Pre-service Teachers. While we may not physically visit the setting, support is available through the Swinburne Online website and the Professional Placement Team. We place great faith in your professional judgement and request an honest validation of the Pre-service Teacher's progress and final assessment. If you feel that an unsatisfactory result is warranted, your decision will be supported and appreciated by the University.

- Discuss the Pre-Service Teacher's progress midway through the professional experience (**day 10**). If a Pre-service Teacher is making **unsatisfactory** progress, the Mentor is required to contact the Professional Placement Team immediately and if requested by the team, complete the Professional Experience Support Plan in collaboration with the Nominated Supervisor. This is to be submitted to the Swinburne Online Professional Placement Team by the Mentor.
- Please complete and submit the final report form, **immediately** after the final placement day. For a detailed explanation of the assessment and reporting process, please refer to the Professional Experience Handbook. The Mentor is required to sign off on the number of completed days. Any missed days need to be made up in consultation with the Mentor and the missed days policy outlined in the Professional Experience Handbook.

### Weekly Expectations:

Throughout this professional experience, Pre-service Teachers are expected to undertake the specific teaching roles that are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Mentor Teacher and in negotiation with the Pre-service Teacher.

Week	Mentor expectations	Pre-service Teacher expectations
1 & 2	<ul style="list-style-type: none"> <li>• Introduce Pre-service Teacher (PST) to children, families and staff</li> <li>• Discuss practicum expectations and establish practicum goals with PST</li> <li>• Discuss daily/weekly schedules including any specialist programs and/or upcoming events</li> <li>• Discuss relevant information about individual children's health, interests, needs, skills and relevant background information</li> <li>• Share current and prior planning documents, including assessment and reporting procedures</li> <li>• Provide opportunities for the PST to scaffold learning with individual children and support small group work as they familiarise themselves early in the week</li> <li>• Enable opportunities for increased responsibility over the two weeks</li> <li>• Encourage PSTs to make modifications to and take responsibility for some of the learning experiences within the curriculum</li> <li>• Support and guide the PST in planning; help to interpret observations, share knowledge, question PST's intentions and discuss ideas</li> <li>• Encourage PST to identify (and where appropriate, implement) strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarise yourself with the setting and relevant policies and procedures</li> <li>• Discuss and unpack the practicum expectations, including required evidence for your assessments, with your Mentor and establish practicum goals</li> <li>• Establish professional relationships with your Mentor, children, staff and families</li> <li>• Collect relevant background information about children that would help to support teaching and learning. (e.g. health issues including allergies, behaviour /inclusion plans, language, religious and cultural information)</li> <li>• Actively participate in all aspects of the setting's life including professional development, meetings, special events etc.</li> <li>• Use a variety of methods to observe and document children's participation in the curriculum including indoor, outdoor and routine experiences.</li> <li>• Analyse your observations to identify children's learning, interests, strengths and areas of challenge</li> <li>• Scaffold learning with individual children, support small group work and plan/take responsibility for individual learning experiences</li> <li>• Provide feedback to children</li> </ul>

	<p>hypothetical if they are not represented in the group)</p> <ul style="list-style-type: none"> <li>• Provide ongoing feedback on PST's observations and planning</li> <li>• Provide prompts to encourage reflective practice</li> <li>• Schedule a meeting with the Pre-service Teacher by the end of the first week to discuss progress and establish goals for the following week</li> <li>• <b>Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement.</b></li> <li>• <b>If PST is making UNSATISFACTORY progress please contact Swinburne online immediately</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teach and model literacy and numeracy skills</li> <li>• Record daily reflections that demonstrate your ability to develop professional relationships with children, families and staff</li> <li>• Interpret observations and plan the curriculum including indoor, outdoor and routine experiences. Share your plan with your Mentor prior to week 3</li> <li>• Actively ask for feedback from your Mentor, make any necessary modifications to your planning and set goals for improvement</li> <li>• Actively participate in the Interim Report meeting on Day 10.</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li>• <b>Encourage and support the PST as they implement their planned curriculum and assume full teaching responsibilities for the final two weeks</b></li> <li>• Provide ongoing feedback on the planned curriculum and teaching strategies</li> <li>• Continue to encourage the PST to become fully involved in all aspects of the setting life</li> <li>• Provide feedback about the PSTs documentation and assessment of children's learning and how this has been shared with children and families</li> <li>• Discuss opportunities for professional development and networking that you are involved in or think the PST could be involved in</li> <li>• Continue to question the intention and practices of the PST and encourage reflective practice</li> <li>• <b>Complete the Final Report on the last day. A copy is to be made for the setting, the Pre-service Teacher and one to be sent to the Professional Placements Team</b></li> <li>• <b>Provide constructive feedback on all aspects of teaching and set goals for future development.</b></li> <li>• <b>Negotiate and schedule any missed days to be made up as soon as possible</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assume full teaching responsibilities for the final two weeks</b></li> <li>• Implement the planned curriculum,</li> <li>• Maintain professional relationships with your Mentor, students, staff and families</li> <li>• Implement proactive and consistent behaviour guidance strategies</li> <li>• Draw on a range of teaching strategies to support the participation and learning for each child in the indoor and outdoor curriculum</li> <li>• Document and assess children's learning making links to relevant theory and the EYLF. Share your understandings with children, families and the teaching team</li> <li>• Continue to actively participate in all aspects of the setting's life</li> <li>• Where possible, seek out opportunities for professional development</li> <li>• Seek constructive feedback on all aspects of teaching and set goals for future development</li> <li>• Reflect on and evaluate your professional experience</li> <li>• <b>Participate in the final assessment on the last day.</b></li> <li>• <b>Negotiate and schedule any missed days</b></li> </ul>

### Unit Assessment Requirements:

Throughout the professional experience, the Pre-service Teacher will be expected to work towards the following assessment tasks:

1. **Folio** that requires PSTs to provide evidence of how they have planned, implemented and evaluated the curriculum during their professional experience. PSTs are also required to document and assess children's learning and share this with children, families and the teaching team.
2. **Reflection** on their teaching performance with a focus on how you have demonstrated competency in standards six and seven of the Australian Professional Standards for Teachers (Graduate).

**Note: As a Mentor your feedback on teaching performance, written plans and reflective practice is important however you are not required, nor expected, to 'mark' written work.**

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's [eLearning Advisor](#) directly. The Pre-service Teacher can provide contact details if required.

## Professional Experience Report

Ready to Teach Early Childhood

Practicum 5E – EDU40006

### Assessing Professional Practice

We place great faith in the Mentor and the Nominated Supervisor's professional judgement and request an honest validation of the Pre-service Teacher's progress and final assessment. Considering the level expected for the particular professional experience, Mentor teachers and the nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-service Teacher.

Practicum EDU40006 is the final early childhood practicum in the Bachelor of Education (Early Childhood) course. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet ALL of the Australian Professional Standards for Teachers at Graduate stage (AITSL, 2014). To assist you in assessing the Pre-service Teacher in the context of the early childhood setting, examples from Project Evidence (2012) have been used or adapted and included in the shaded area on each page.

### The reporting responsibility of the Mentor:

1. To complete and submit an Interim Progress Report form by midway through the professional experience (**day 10**). This is to be submitted to Swinburne Online.
2. If the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report, the Mentor is required to contact the Pre-service Teacher's [eLearning Advisor](#) and complete the Professional Experience Support Plan. This is to be submitted to the [eLearning Advisor](#) by the Mentor.
3. To complete and submit the final report form, **immediately** on or the day after the final placement day.

### The reporting responsibility of the Pre-service Teacher is:

1. To make sure all documents are completed in a timely manner and submitted by the required dates. Please note the Interim Progress Report form is part of the practicum hurdle requirement.
2. To participate in the interim & end of assessment reporting process.

### This professional experience report contains the following sections:

**Part A: Interim report** – To be completed by day 10

**Part B: Final report** – To be completed at the end of the professional experience

**Part C: Support plan** – ONLY to be completed if a Cause for Concern is received on the interim report

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's [eLearning Advisor](#) directly. The Pre-service Teacher can provide contact details if required.

## PART A: INTERIM REPORT – EDU40006

### Interim Report – Assessing Pre-service Teacher’s progress against each Domain of Teaching

The Australian Professional Standards for Teachers are grouped into three broad Domains – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7). At the Interim Report stage, Pre-Service Teachers will be assessed as follows:

- **SP Satisfactory Progress** the student is making satisfactory progress towards this Domain at the level indicated.
- **WT Working Towards** the student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).
- **CC Cause for Concern** the student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.

<b>Pre-service Teacher :</b>	<b>Student number:</b>	
<b>Number of days completed in this phase:</b> <i>Please note: Missed days should be made up in negotiation with the mentor.</i>	<b>Missed days:</b>	<b>Days made up:</b>
<b>Mentor:</b>	<b>Principal/Director:</b>	
<b>Nominated Supervisor:</b>	<b>Year level/Age group:</b>	

**Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement** (Please tick the appropriate box)

<b>Professional Knowledge:</b> Demonstrates current professional knowledge and skills to begin planning for and managing learning programs.	<b>SP</b> <input type="checkbox"/>	<b>WT</b> <input type="checkbox"/>	<b>*CC</b> <input type="checkbox"/>
<b>Professional Practice:</b> Demonstrates a growing capacity to begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment.	<b>SP</b> <input type="checkbox"/>	<b>WT</b> <input type="checkbox"/>	<b>*CC</b> <input type="checkbox"/>
<b>Professional Engagement:</b> Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities.	<b>SP</b> <input type="checkbox"/>	<b>WT</b> <input type="checkbox"/>	<b>*CC</b> <input type="checkbox"/>

**\*IMPORTANT:** If one or more CC results are indicated against the Domains of Teaching above, submission of this Interim Report must be accompanied by a completed Professional Experience Support Plan.

When completing the above assessment of interim progress, please make a judgement based on the Pre-Service Teacher’s achievement to date against the practical interpretations of each standard, situated in the shaded area underneath each.

**Comments (Optional): Mentor Teacher**

  
  
  
  

<b>Signatures</b>
Mentor:
Pre-service Teacher:
Nominated Supervisor:
Date:

## PART B: FINAL REPORT – EDU40006

### Final Report - Level Achieved against each of the Australian Professional Standards for Teachers (Graduate)

For each of the standards, Pre-service Teachers will be assessed as:

- **0 Not demonstrated** the student has not demonstrated the professional standard at a relevant level. **If a Pre-service Teacher is awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.**
- **1 Demonstrated occasionally** the student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Pre-service Teachers enrolled in EDU10001, EDU20006 and EDU60015 may mostly reflect this level in their Interim and final assessments.
- **2 Demonstrated regularly** the student has demonstrated the professional standard regularly during their professional experience. It is accepted that Pre-service Teachers enrolled in EDU30003, EDU30015 and EDU70012 may mostly reflect this level in their Interim and final assessments.
- **3 Demonstrated consistently** the student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Pre-service Teachers enrolled in EDU40005, **EDU40006**, EDU40012 and EDU80015 may mostly reflect this level in their Interim and final assessments.

Standard 1- Know the students and how they learn [Professional Knowledge Domain]: (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas (please refer to shaded section for examples of evidence)	Level Achieved
1.1 Physical, social and intellectual development and characteristics of students	
1.2 Understand how students learn	
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	
1.6 Strategies to support full participation of students with disability	
<i>Mentor comments:</i>	
<i>Nominated Supervisor (Optional if required)</i>	
Professional Knowledge	Examples of evidence
1.1	<ul style="list-style-type: none"> <li>• Uses a range of strategies to collect information about children and learn about individual differences within the group.</li> <li>• Observations identify and record the differences exhibited by individual children including development, interests and strengths.</li> <li>• Plans routines and experiences that support individual children’s learning, development, interests and strengths.</li> <li>• Adapts teaching to support individual children’s learning during routines and play experiences.</li> </ul>

1.2	<ul style="list-style-type: none"> <li>The Pre-service teacher plans and implements a curriculum that is informed by observations of children.</li> <li>Planned learning experiences demonstrate an understanding of how children learn.</li> <li>The EYLF and relevant theories inform observations, curriculum planning and documentation of learning.</li> <li>The curriculum includes experiences that cater for a variety of interests and stages of development.</li> <li>Reflections and curriculum evaluations address the effectiveness of teaching strategies in relation to learning achieved by children.</li> </ul>
1.3	<ul style="list-style-type: none"> <li>Demonstrates an awareness of inclusive language and teaching strategies.</li> <li>Demonstrates an understanding of and responds to children from diverse backgrounds sensitively and respectfully.</li> <li>Identifies the teaching strategies used to cater for children with culturally and linguistically diverse backgrounds in written observations and transfers these to planning and practice</li> <li>Shows understanding of and responds to the different circumstances of individual children</li> <li>Reflects on teaching practices and adapts strategies to respond better to diverse needs.</li> <li>The planned curriculum includes materials and experiences that reflect diverse cultures.</li> <li>Uses open-ended materials, key words from children's languages and when appropriate, follows children's routines from home.</li> </ul>
1.4	<ul style="list-style-type: none"> <li>Proactively asks about cultural backgrounds and the impact on children's learning and uses this information in planning and teaching</li> <li>Identifies the teaching strategies used to cater for children with culturally and linguistically diverse backgrounds in written observations and transfers these to planning and practice</li> <li>Shows understanding of and responds to the different circumstances of individual children</li> <li>Actively liaises with Mentors and the teaching team including support staff in the setting and wider community</li> <li>Records and reflects on own teaching practice</li> <li>Researches available support programs and/or resources</li> </ul>
1.5	<ul style="list-style-type: none"> <li>Recognises children's specific learning needs and how they are catered for within the learning environment</li> <li>Extension activities and higher order thinking tasks are evident in curriculum planning</li> <li>Scaffolding and other support strategies are evident</li> <li>Questions are designed to establish what children have learnt from the experience</li> <li>Demonstrates an ability to differentiate between the learning understood and missed</li> <li>Reflects and subsequently varies teaching strategies for individuals</li> </ul>
1.6	<ul style="list-style-type: none"> <li>Proactively asks about children with a disability and the impact on children's learning</li> <li>Demonstrates consistency with the modelled support programs being used</li> <li>Actively liaises with Mentors and support staff in the setting and community to develop learning activities</li> </ul>

<b>Standard 2- Know the content and how to teach it</b> <b>[Professional Knowledge Domain]:</b> (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
<b>Focus areas</b>	<b>Level Achieved</b>
<b>2.1 Content and teaching strategies of the teaching area</b>	
<b>2.2 Content selection and organisation</b>	
<b>2.3 Curriculum, assessment and reporting</b>	
<b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>	
<b>2.5 Literacy and numeracy strategies</b>	
<b>2.6 Information and Communication Technology (ICT)</b>	
<b>Mentor comments:</b>	

**Nominated Supervisor (Optional if required)**

Professional Knowledge	Examples of evidence
2.1	<ul style="list-style-type: none"><li>• Uses questions and specific language to draw attention to and support learning about concepts in a range of curriculum areas</li><li>• Draws on a wide range of teaching strategies to engage children and support learning in a range of curriculum areas including routines</li><li>• Reflects on the link between teaching strategies and children’s understanding of concepts and makes adjustments throughout the teaching process</li><li>• Independently collects and/or creates appropriate resources and sets up inviting and engaging experiences for children.</li></ul>
2.2	<ul style="list-style-type: none"><li>• Develops experiences that focus on specific content areas including math, science, literacy, humanities and the arts within the wider curriculum context</li><li>• Uses strategies to structure and sequence the learning e.g. starting with intention, linking to prior learning, using steps, using examples, questioning and giving feedback</li><li>• Relates the learning to children’s lives</li><li>• Uses strategies to engage children in the content and reflects upon the effectiveness of these</li></ul>
2.3	<ul style="list-style-type: none"><li>• Develops a clear curriculum plan that is underpinned by the EYLF and includes a range of experiences to enhance children’s learning and development in the indoor and outdoor environments and throughout routines.</li><li>• Draws on previous planning and assessment documents to inform future planning.</li><li>• Uses a range of methods to reflect on and evaluate all aspects of the curriculum and use this to make modifications and to inform future plans.</li><li>• Provides feedback to children</li><li>• Willingly attends parent teacher meetings (where applicable)</li><li>• Willingly reflects on teaching practice and responds to feedback to influence future teaching</li><li>• Collects evidence from children of their understanding of concepts in informal and/or formal ways and feedback is provided</li><li>• Demonstrates effective record keeping</li><li>• Changes their approach to instruction, level of content, or pedagogy in response to collected data over the course of a practicum to meet the needs of children</li><li>• Reflects on the appropriateness/level of challenge of experiences and approaches</li></ul>
2.4	<ul style="list-style-type: none"><li>• Demonstrates awareness of the EYLF, curriculum policies and documents within the setting</li><li>• Models respectful/empathetic language and discourse in dealing with indigenous issues</li><li>• Consults with Mentor regarding pertinent issues</li><li>• Selects appropriate resources</li><li>• Plans and incorporates discussion/material that promotes understanding/recognition of indigenous issues at every opportunity</li></ul>
2.5	<ul style="list-style-type: none"><li>• Demonstrates awareness of the curriculum documents and policies within the setting</li><li>• Teaches/models grammatical and English language conventions</li><li>• Teaches/models appropriate numerical conventions</li><li>• Plans and teaches activities that improve the language, literacy and numeracy of children</li><li>• Uses teaching moments to extend the language, literacy and numeracy skills of group and individuals</li></ul>
2.6	<ul style="list-style-type: none"><li>• Demonstrates an awareness of setting policies</li><li>• Proactively sources resources within the setting that would be appropriate for learning experiences</li><li>• Shows a willingness to communicate digitally</li><li>• Uses a variety of ICT which may include communicating digitally, using interactive whiteboards, cameras, computers</li><li>• Identifies/recognises alternative ICT that could be used in the curriculum and/or documentation</li><li>• Uses relevant ICT within the teaching and learning program</li><li>• Uses ICT to promote engagement and understanding - Uses ICT in resource development and planning</li><li>• Explicitly teaches the use of ICT with children</li><li>• Explicitly models and teaches the ethical use of ICT</li></ul>

<b>Standard 3- Plan for and implement effective teaching and learning</b> <b>[Professional Practice Domain]:</b> (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
<b>Focus areas</b>		<b>Level Achieved</b>
<b>3.1 Establish challenging learning goals</b>		
<b>3.2 Plan, structure and sequence learning programs</b>		
<b>3.3 Use teaching strategies</b>		
<b>3.4 Select and use resources</b>		
<b>3.5 Use effective classroom communication</b>		
<b>3.6 Evaluate and improve teaching programs</b>		
<b>3.7 Engage parents/carers in the educative process</b>		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
<b>Professional Knowledge</b>	<b>Examples of evidence</b>	
<b>3.1</b>	<ul style="list-style-type: none"> <li>• Consults with mentor about current learning goals for children.</li> <li>• Develops appropriate and realistic learning goals for the group and individual children.</li> <li>• Identifies goals for learning, skills and values.</li> <li>• Goals demonstrate a high expectation for all children as learners.</li> <li>• Curriculum and learning plans build on interests and strengths and include strategies to challenge children.</li> </ul>	
<b>3.2</b>	<ul style="list-style-type: none"> <li>• Evaluates the effectiveness of teaching strategies and curriculum plans in relation to children's learning.</li> <li>• Scaffolds children's learning in play and routines.</li> <li>• Uses observations and evaluations to forward plan.</li> </ul>	
<b>3.3</b>	<ul style="list-style-type: none"> <li>• Plans and implements experiences that encourage critical thinking, creativity and problem solving</li> <li>• Plans for and uses a range of strategies where appropriate for whole group, small group, and individual learning experiences.</li> <li>• Identifies practices and reflects on a range of teaching strategies such as modelling, co-constructing, questioning, describing, and listening.</li> <li>• Demonstrates the ability to change/adapt strategies within an experience in response to a child's performance/understanding/engagement</li> <li>• Uses effective questioning techniques that maximize participation and encourage higher level thinking</li> </ul>	
<b>3.4</b>	<ul style="list-style-type: none"> <li>• Selects and collects appropriate resources to implement planned learning experiences.</li> <li>• Includes natural and improvised materials in learning experiences.</li> <li>• Uses props and visual aids to support children's learning in play and routines.</li> <li>• Uses ready-made resources and creates own resources to enhance learning</li> <li>• Seeks out and uses appropriate internet resources</li> <li>• Uses a diverse range of resources specific to content/concepts</li> <li>• Balances bias/recognition of bias in the use of resources</li> </ul>	
<b>3.5</b>	<ul style="list-style-type: none"> <li>• Shows an ability to relate to and work with children</li> <li>• Moves effectively within a learning space</li> <li>• Shows effective questioning to check for understanding (open and closed questions)</li> <li>• Demonstrates awareness of positioning and body language; body language should be open, encouraging and 'safe'</li> <li>• Uses appropriate volume, pitch, tone, language forms of address, grammatical conventions, body language</li> <li>• Responds appropriately to children's behaviours/contributions</li> <li>• Provides informal feedback (inclusive, elaborative) to build engagement</li> </ul>	

	<ul style="list-style-type: none"> <li>• Has an active and engaging presence; actively engages in experiences with children.</li> <li>• Uses gestures to communicate</li> <li>• Provides clear instruction</li> <li>• Seeks out unresponsive children</li> <li>• Gets down on children’s level and uses voice effectively to interact with children and provide warnings about routines and transitions.</li> <li>• Offers respectful verbal encouragement and positive feedback.</li> </ul>
3.6	<ul style="list-style-type: none"> <li>• Collaborates and engages in discussions with other teachers</li> <li>• Reflects at the end of each day to inform future work</li> <li>• Analyses observations</li> <li>• Collects feedback from children, teachers and families to inform future planning and teaching</li> <li>• Evaluates plans</li> <li>• Contributes to discussions regarding learning experiences and assessment</li> </ul>
3.7	<ul style="list-style-type: none"> <li>• Prepares a written introduction to parents</li> <li>• Shows an openness/willingness to have parent involvement in the curriculum</li> <li>• Willingly becomes involved in Parent Teacher interviews (if relevant)</li> <li>• Keeps detailed and accurate records of children’s learning</li> <li>• Regularly communicate with families through conversations and methods such as diaries, communication sheets, journals, portfolios, notices, email or blogs</li> <li>• Uses setting policies/protocols for parent-teacher contact:</li> <li>• Observes and discusses strategies for beginning teachers, in regards to encouraging positive involvement with parents</li> </ul>

<b>Standard 4- Create and maintain supportive and safe learning environments [Professional Practice Domain]:</b> (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
<b>Focus areas</b>		<b>Level Achieved</b>
4.1 Support student participation		
4.2 Manage classroom activities		
4.3 Manage challenging behaviour		
4.4 Maintain student safety		
4.5 Use ICT safely, responsibly and ethically		
<b>Mentor comments:</b>		
<b>Nominated Supervisor’s comments (Optional):</b>		
<b>Professional Knowledge</b>	<b>Examples of evidence</b>	
4.1	<ul style="list-style-type: none"> <li>• Observes and discusses behaviour guidance methods used by the Mentor.</li> <li>• Distinguishes between various children’s skills, interests, behaviours, developmental stage and understandings.</li> <li>• Identifies a range of strategies that support children’s learning and discovery.</li> <li>• Enthusiastically engages with children and participates in routines and indoor/outdoor experiences.</li> </ul>	

4.2	<ul style="list-style-type: none"> <li>• Gathers information about current routines and learning experiences.</li> <li>• Effective planning and implementation of the curriculum in consultation with the Mentor.</li> <li>• Engages with children and provides clear guidance in planned experiences.</li> <li>• Supports smooth, flowing transitions and contributes to creating a calm environment for children.</li> <li>• Supports children through routines such as toileting, meals and sleep times.</li> </ul>
4.3	<ul style="list-style-type: none"> <li>• Follows Mentor's expectations for behaviour management.</li> <li>• Observes various behaviours and discuss their relationship to developmental expectations.</li> <li>• Identifies challenging behaviours and seek advice.</li> <li>• Discusses range of possible strategies to guide various types of behaviour.</li> <li>• Experiments with a range of appropriate strategies in everyday experiences.</li> <li>• Understands the difference between proactive and reactive strategies.</li> <li>• Learns the education setting's policies in relation to behaviour and reinforces these policies.</li> </ul>
4.4	<ul style="list-style-type: none"> <li>• Awareness of relevant policies and procedures of early childhood setting.</li> <li>• Follows the setting's hygiene procedures in routines.</li> <li>• Identifies and follows procedures for children's meal and sleep routines.</li> <li>• Identifies areas of the EYLF and/or NQS that relate to children's wellbeing and safety.</li> <li>• Positions self for effective supervision of children.</li> <li>• Models and encourages sun smart behaviours.</li> </ul>
4.5	<ul style="list-style-type: none"> <li>• Finds relevant resources and information using ICT.</li> <li>• Follows the setting's policies/guidelines in relation to taking, storing and sharing photographs and information about children using ICT.</li> <li>• Consults with Mentor re the suitability of ICT resources and experiences.</li> <li>• Knows the National and State ICT policies and expectations</li> <li>• Previews electronic resources to check for suitability</li> </ul>

Standard 5 - Assess, provide feedback and report on student learning [Professional Practice]: (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
<b>Focus areas</b>	<b>Level Achieved</b>
5.1 Assess student learning	
5.2 Provide feedback to students on their learning	
5.3 Make consistent and comparable judgements	
5.4 Interpret student data	
5.5 Report on student achievement	
<b>Mentor comments:</b>	

<b>Nominated Supervisor's comments (Optional):</b>	
<b>Professional Knowledge</b>	<b>Examples of evidence</b>
<b>5.1</b>	<ul style="list-style-type: none"> <li>• Pre-service teacher is familiar with the assessment and documentation procedures used within the setting.</li> <li>• Demonstrates an understanding of how the EYLF supports assessment.</li> <li>• Shares observations of children's learning, both informally through conversations and in written work.</li> <li>• With mentor has effectively evaluated curriculum and learning plans.</li> </ul>
<b>5.2</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the place of feedback within the teaching process</li> <li>• Observes educators and identifies interactions that provide children with feedback</li> <li>• Regularly provides feedback to children about their learning</li> <li>• Uses play and routines as an opportunity to give verbal and non-verbal feedback to children</li> </ul>
<b>5.3</b>	<ul style="list-style-type: none"> <li>• Plans, discusses and reviews assessment of children's learning with Mentor</li> <li>• Draws on professional knowledge of children's development and learning to assess children's learning in context</li> <li>• Engages in professional discussions about children's learning with the Mentor, families and teaching team</li> </ul>
<b>5.4</b>	<ul style="list-style-type: none"> <li>• Knows how to access and store information about children's learning</li> <li>• Uses/describes how information about children's knowledge translates to teaching practices</li> <li>• Interprets table/graphs about children's development and learning</li> <li>• Collaborates with Mentor and others to implement support</li> <li>• Uses knowledge of children's understanding from prior experiences to inform subsequent experiences</li> <li>• Collaborates with Mentor to evaluate children's learning and modify planned experiences</li> </ul>
<b>5.5</b>	<ul style="list-style-type: none"> <li>• Knows a range of strategies to report on children's learning</li> <li>• Keeps accurate records of children's learning</li> <li>• Uses various methods of gathering evidence</li> <li>• Demonstrates an understanding of the legislative and regulatory requirements in relation to assessment and reporting in early childhood education</li> <li>• Knows how to locate/access information about children</li> <li>• Demonstrates an understanding of the processes within the setting</li> <li>• Knows who to talk to regarding referral processes if there are any issues/concerns</li> </ul>

<b>Standard 6 – Engage in professional learning [Professional Engagement]:</b> (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
<b>Focus areas</b>	<b>Level Achieved</b>
<b>6.1 Identify and plan professional learning needs</b>	
<b>6.2 Engage in professional learning and improve practice</b>	
<b>6.3 Engage with colleagues and improve practice</b>	
<b>6.4 Apply professional learning and improve student learning</b>	
<b>Mentor comments:</b>	

<b>Nominated Supervisor's comments (Optional):</b>	
<b>Professional Knowledge</b>	<b>Examples of evidence</b>
<b>6.1</b>	<ul style="list-style-type: none"> <li>Understands the importance of regular professional development in all learning areas</li> <li>Demonstrates how ICT can improve personal goals and professional practice</li> <li>Critically reflects on own practice and identifies strengths and areas for improvement</li> <li>Demonstrates a sound understanding of the Australian professional Standards and uses them as a basis for setting improvement goals</li> </ul>
<b>6.2</b>	<ul style="list-style-type: none"> <li>Willingly attends professional learning/ development sessions with the Mentor (where applicable)</li> <li>Proactively seeks out various forms of external professional learning and applies the learnt strategies to practice</li> <li>Keeps up to date with educational ICT resources and tools</li> </ul>
<b>6.3</b>	<ul style="list-style-type: none"> <li>Openly discusses areas for improvement with the Mentor</li> <li>Applies constructive feedback from the Mentor to improve teaching practices</li> <li>Proactively seeks feedback for improvement</li> </ul>
<b>6.4</b>	<ul style="list-style-type: none"> <li>Feedback from the Mentor is reflected in future planning and practice</li> <li>Discusses with the Mentor, ways that they can implement professional learning to improve children's learning</li> </ul>

<b>Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Engagement]:</b> (0-3 to be placed in column to indicate level of achievement)	0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
<b>Focus areas</b>	<b>Level Achieved</b>
<b>7.1 Meet professional ethics and responsibilities</b>	
<b>7.2 Comply with legislative, administrative and organisational requirements</b>	
<b>7.3 Engage with the parents/carers</b>	
<b>7.4 Engage with professional teaching networks and broader communities</b>	

**Mentor comments:**

**Nominated Supervisor's comments (Optional):**

<b>Professional Knowledge</b>	<b>Examples of evidence</b>
<b>7.1</b>	<ul style="list-style-type: none"> <li>Dresses, speaks and behaves in a professional manner at all times</li> <li>Interacts with children, families and staff respectfully</li> <li>Demonstrates a clear understanding of the jurisdictional professional codes of conduct/ethics and applies this to all facets of their practice</li> </ul>

7.2	<ul style="list-style-type: none"> <li>• Seeks advice from the Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers</li> <li>• Engages in professional discussions with the Mentor about policies and procedures</li> <li>• Diligently complies with all policies and procedures</li> <li>• Is familiar with the NQF</li> </ul>
7.3	<ul style="list-style-type: none"> <li>• Records reflections about how the Mentor communicates and maintains relationships with families</li> <li>• Employs a variety of strategies to communicate and establish professional relationships with families. E.g. greets and farewells parents by name on arrival and introduces self as a Pre-service Teacher when appropriate,</li> <li>• Shares documentation about children’s learning with families</li> <li>• Investigates and/or trials (with Mentor guidance) various ways that digital resources can be used for communicating effectively, ethically, sensitively and confidentially with teachers, and parents or carers where applicable</li> </ul>
7.4	<ul style="list-style-type: none"> <li>• Proactively seeks advice from Mentors and teachers on external professional development and professional associations</li> <li>• Demonstrates an awareness of the vast opportunities/partnerships/resources available within the wider community and discusses ways that they could be incorporated into unit of works</li> <li>• Investigates the range of opportunities for sharing and enhancing professional practice available through online communication with experts and community representatives, and contribution to professional and community sites , online discussions and forums</li> </ul>

Reference Only  
Not for use

## Final professional experience summary and comments

This section has been provided to record an accurate summary of the professional experience by all participants. It can also be a space to reflect on strengths and create goals for future improvement.

**Mentor comments:**

**Pre-Service Teacher comments:**

**Nominated Supervisor comments (Optional):**

Reference Only  
Not for use

## Professional Experience Final Report

Ready to Teach Early Childhood

Practicum 5E – EDU40006

<b>Pre-service Teacher :</b>	<b>Student number:</b>	
<b>Number of days completed:</b> <i>Please note: Missed days should be made up in negotiation with the mentor.</i>	<b>Missed days:</b>	<b>Days made up:</b>
<b>Educational setting address and contact details:</b>		
<b>Mentor:</b>	<b>Principal/Director:</b>	
<b>Nominated Supervisor</b>	<b>Year level/age group:</b>	

### Overall Performance

- **Satisfactory.** A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-service Teacher has not received a 0 for any of the assessed Standards.
- **Unsatisfactory.** A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-service Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor and the Nominated supervisor to be not achieving the required level for the stage of practice.
- **Not completed.** Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis. (For examples of 'Result Deferred' refer to the practicum handbook).

**Based on the level achieved for each standard the final overall result for the Pre-service Teacher is assessed as:**

(Please tick the appropriate box)

- Satisfactory** – *The Pre-service Teacher has received 1-3 for every standard*
- Unsatisfactory** – *The Pre-service Teacher has received a 0 for one or more standards*
- Not completed** – *The Pre-service Teacher has not completed the required number of days*

Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

## PART C: Professional Experience Support Plan

This form is only required to be completed if the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report. Please contact the Pre-service Teacher's [eLearning Advisor](#) and complete the following Support Plan in consultation with the Pre-service Teacher. This is to be submitted to the [eLearning Advisor](#) by the Mentor.

Pre-service Teacher:	Student number:	Date:
Number of days completed:	Missed days:	Days made up:
Educational setting address and contact details:		Year level/age group:
Mentor:		
Nominated Supervisor:		

*The following three sections are to be completed by the Mentor teacher:*

<b>Major areas of concern</b>  <i>Please identify which areas from the Australian Professional Standards for Teachers (Graduate) and/or any other areas of concern regarding teacher professional conduct that need to be improved on by the Pre-service Teacher.</i>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>Actions required by the Pre-service Teacher</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
<b>Support from the Mentor and collaboration with nominated supervisor</b>	
Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

*The following sections are to be completed by Swinburne Online:*

<b>Support from Swinburne Online</b>	
<b>Date for review</b>	
<b>Review comments/notes</b>	