Professional Experience - Mentor Information

EDU80015 Supervised Professional Experience 3

> **Required days:** 20 days full time. Any missed days must be made up.
> **Required setting:** Lower <u>or</u> upper primary setting (Years F-6)

Overview:

This is the **third and final** Professional Experience Unit of the Graduate Diploma of Teaching (Primary) and Master of Teaching (Primary). Pre-service Teachers are required to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience in schools, Pre-service Teachers will engage with unit materials that prepare them for the expectations of this 'Ready to Teach Practicum', with a particular focus on diversity and inclusion. Pre-service Teachers are expected to involve themselves fully in the life of the school and reflect on their practice and performance in discussion with their Mentor and their Swinburne Online eLearning Advisor (online tutor, also known as eLA). As this is the final professional experience unit within the course, Pre-service Teachers 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 whole class teaching within the first two weeks of this professional experience and are 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 from 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 a school induction.
- Communicate school policies and procedures.
- Share expectations for professional conduct.
- Encourage the PST's involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, professional development, yard duty etc.).
- Guide the PST in establishing and maintaining professional relationships with students, staff and families.
- Encourage the PST to critically 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 classroom management strategies.
- Share your planning and assessment, with a particular focus on diversity and inclusion.
- Encourage collaboration.
- Negotiate planning time with the Pre-service Teacher (e.g. specialist timetable or after school hours).
- 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 Pre-service Teacher to complete interim report.

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 school, 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	- Introduce Pre-service Teacher (PST) to students, families and staff - Discuss practicum expectations and establish practicum goals with PST - Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning - Share current and prior planning documents, including assessment and reporting procedures - Provide opportunities for the PST to scaffold learning with individual children and support small group work as they get to know the students and become familiar with the setting early in the week. By the end of the week, PSTs are expected to be planning and teaching whole class lessons. Teaching responsibilities should equate to approximately **0.4** of a full time load. - Support and guide the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss ideas - Discuss individual children's development, interests, needs and relevant background information - 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 hypothetical if they are not represented in the class) - Provide ongoing feedback on PST's written observations	- Familiarise yourself with the setting and relevant policies and procedures - Discuss and unpack the practicum expectations with your Mentor - Establish practicum goals and benchmarks with your Mentor - Establish professional relationships with your Mentor, students, staff and families - Observe classes, routines and children's needs/interests and accurately document all observations - Observe and identify classroom behaviours and management strategies, as modelled by the Mentor - Scaffold learning with individual children, support small group work and plan/teach whole class lessons. Teaching responsibilities should equate to approximately **0.4** of a full time load - Record reflections that demonstrate your ability to develop professional relationships with students, families and staff - Actively ask for feedback from your Mentor and set goals for improvement

	• Provide prompts to encourage reflective practice • Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week	
2	• Provide opportunities for the PST to take increased teaching responsibility (minimum of **0.6** of a full time load) including planning and teaching lessons and the day-to-day running of the class • Continue to support the planning and development of lessons and a unit of work; help to interpret observations, share knowledge, question PST's intentions and discuss ideas • Encourage the PST's involvement in all aspects of the school life when appropriate (e.g. staff/level meetings, professional development, yard duty etc.) • Discuss and encourage active participation in assessment and moderation processes • Provide prompts to encourage reflective practice • Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks • **Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement** • **If PST is making UNSATISFACTORY progress please contact Swinburne online immediately**	• Continue to develop professional relationships with the Mentor, students, staff and families • Develop a clear and consistent approach to classroom management • Take responsibility for a minimum of **0.6** of a full time load including planning and teaching lessons and the day-to-day running of the class • Use a variety of strategies to cater for individual student needs • Teach and model literacy and numeracy skills • Assess, evaluate and record student learning • Provide feedback to students • Actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson/unit planning and communication with students, staff and families
3 & 4	• **Encourage and support the PST as they assume full teaching responsibilities for the final two weeks** • Provide ongoing feedback on lesson/unit plans and effectiveness of teaching • Continue to encourage the PST to become fully involved in all aspects of the school life, including extra curricula activities, professional development etc. • Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice • **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** • **Provide constructive feedback on all aspects of teaching and set goals for future development.** • **Negotiate and schedule any missed days**	• **Assume full teaching responsibilities for the final two weeks** • Maintain professional relationships with your Mentor, students, staff and families • Implement proactive and consistent management strategies • Continue to actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Where possible, seek out opportunities for professional development • Seek constructive feedback on all aspects of teaching and set goals for future development • Evaluate your third professional experience • **Participate in the final assessment on the last day.** • **Negotiate and schedule any missed days**

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

Supervise Professional Experience 3 (Ready to Teach) – EDU80015

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 EDU80015 is the final practicum in the Graduate Diploma of Teaching (Primary) and Master of Teaching (Primary) courses. 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, 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 – EDU80015

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.

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

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)

Professional Knowledge: Demonstrates current professional knowledge and skills to begin planning for and managing learning programs.	**SP** ☐	**WT** ☐	***CC** ☐
Professional Practice: 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.	**SP** ☐	**WT** ☐	***CC** ☐
Professional Engagement: Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities.	**SP** ☐	**WT** ☐	***CC** ☐

*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

Signatures
Mentor:
Pre-service Teacher:
Nominated Supervisor:
Date:

PART B: FINAL REPORT – EDU80015

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	**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	

Mentor comments:

Nominated Supervisor (Optional if required)

Professional Knowledge	Examples of evidence
1.1	- Demonstrates understanding through written observations - Identifies that all students learn in different ways. This is shown through the planning of a range and variety of activities - Recognises students' individual needs. - Anticipates where adjustments are necessary for individual students' needs and plans and implements these adjustments e.g. extension activities, extra support - Makes effective links between their previous and current lessons and students' understandings

1.2	• Identifies that all students learn in different ways. This is shown through their planning and reflection • Identifies individual students' needs in a targeted learning area. Evidence would be in written targeted observations • Sets clear expectations for what the students will learn during the lesson • Demonstrates a good understanding of different learning styles in planning • Scaffolding and signposting is evident in teaching and learning. • Responds to learner needs and attempts to involve all students. Adjusts teaching. • Identifies the teaching strategies used to cater for EAL students and students with special needs in written observations and transfers these into lessons
1.3	• Identifies teaching strategies used to cater for diverse students in written observations and transfers these to lesson planning • Uses varied topics, text examples and situations to give a 'voice' to all students • Records and reflects on the inclusiveness of own teaching practice
1.4	• Proactively asks about cultural backgrounds and the impact on students' learning and uses this information in planning and teaching • Identifies teaching strategies used to cater for EAL students in written observations and transfers these to lesson planning • Demonstrates awareness and sensitivity of the different circumstances of some students and responds accordingly • Actively liaises with Mentors and support staff in the school and community • Records and reflects on own teaching practice • Researches available programs
1.5	• Recognises students' specific learning needs and how they are catered for within the learning environment • Extension activities and higher order thinking tasks are evident in lesson planning • Scaffolding and other support strategies are evident • Questions are designed to establish what students have learnt from the lesson • Demonstrates an ability to differentiate between the learning understood and missed • Reflects and subsequently varies teaching strategies for individuals
1.6	• Proactively asks about students with a disability and the impact on students' learning • Demonstrates consistency with the modelled support programs being used • Actively liaises with Mentors and support staff in the school and community to develop learning activities

Standard 2- Know the content and how to teach it [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	**Level Achieved**
2.1 Content and teaching strategies of the teaching area	
2.2 Content selection and organisation	
2.3 Curriculum, assessment and reporting	
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	
2.5 Literacy and numeracy strategies	
2.6 Information and Communication Technology (ICT)	
Mentor comments:	

Professional Knowledge	Examples of evidence
2.1	• Uses and unpacks content specific language, metalanguage • Demonstrates accuracy with content/concepts • Responds to content specific questions from students • Uses a range of observable pedagogies to promote understanding of concepts/content e.g. recognition of prior learning, structuring of key points, uses examples/real world applications to apply to content/concepts, demonstrates knowledge of the concept of procedure • Has a good knowledge of teaching strategies and uses a variety of them to engage students and deliver the content effectively • Reflects on the link between teaching strategies and student understanding of concepts and makes adjustments throughout the teaching process
2.2	• Develops well-structured lesson plans within the wider curriculum context • 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 • Relates the learning to students' lives • Uses strategies to engage students in the content and reflects upon the effectiveness of these
2.3	• Provides input into the design of assessment tasks and criteria/rubrics for assessment • Contributes to marking and moderating assessment tasks • Provides feedback to students • Willingly attends parent teacher meetings (where applicable) • Willingly reflects on teaching practice and responds to feedback to influence future teaching • Collects evidence from students of their understanding of concepts in informal and/or formal ways and feedback is provided • Demonstrates effective record keeping • Designs formative assessment items in lesson planning • 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 students • Reflects on the appropriateness/level of challenge of materials and approaches • Designs tasks in order to lead to assessment (linking to assessment tasks)
2.4	• Demonstrates awareness of the curriculum documents and policies within the school • Models respectful/empathetic language and discourse in dealing with indigenous issues • Consults with Mentor regarding pertinent issues • Selects appropriate resources and texts • Plans and incorporates discussion/material that promotes understanding/recognition of indigenous issues at every opportunity
2.5	• Demonstrates awareness of the curriculum documents and policies within the school • Teaches/models grammatical and English language conventions • Teaches/models appropriate numerical conventions • Explicitly teaches the language of a content discipline • Plans and teaches activities that improve the language, literacy and numeracy of students • Uses teaching moments to extend the language, literacy and numeracy skills of class and individuals
2.6	• Demonstrates an awareness of school policy • Proactively sources resources within the school that would be appropriate for learning experiences • Shows a willingness to communicate digitally • Uses the interactive whiteboard to show the students' learning not just to deliver the content • Uses a variety of ICT which may include communicating digitally, using interactive whiteboards, cameras, computers • Identifies/recognises alternative ICT that could be used in classes • Uses relevant ICT within the teaching and learning program • Uses ICT to promote engagement and understanding - Uses ICT in resource development and planning • Explicitly teaches the use of ICT with students • Explicitly models and teaches the ethical use of ICT

Standard 3- Plan for and implement effective teaching and learning [Professional Practice 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	**Level Achieved**
3.1 Establish challenging learning goals	
3.2 Plan, structure and sequence learning programs	
3.3 Use teaching strategies	
3.4 Select and use resources	
3.5 Use effective classroom communication	
3.6 Evaluate and improve teaching programs	
3.7 Engage parents/carers in the educative process	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence

3.1	• Demonstrates an awareness of the needs to differentiate learning goals and plans strategies to assist students in meeting these goals
	• Identifies objectives/goals for students as established by the school/faculty/unit
	• Articulates goals for strategies used in class
	• Identifies different types of goals/objectives;
	   - content based/driven
	   - classroom management
	   - skills
	   - values
	• Establishes clear, stated, achievable learning objectives that match the needs of students
	• Ensures that goals are met and checks this
	• Articulates goals unambiguously, in different contexts:
	   - Lesson plans
	   - Learning objectives
	   - Classroom management
	   - Communicated to students
	   - Discussions with Mentor
	   - Consistent with unit
	• Recognises short and long term planning in lesson plan materials
	• Sets learning objectives and develops lesson plan that enable acquisition of this learning objective
	• Develops lesson plans that include strategies/activities for different learners
	• Adjusts learning goals for individuals

3.2	• Demonstrates the ability to develop, teach and assess (with guidance) a unit based on curriculum guidelines • Demonstrates the ability to reflect on the achievement of learning goals and subsequently adjusts the teaching/learning activities where necessary

3.3	• Plans and implements lesson activities that encourage critical thinking, creativity and problem solving
	• Uses a range of strategies including; Whole group, small groups, whiteboard, Smartboard, ICT, peer teaching, multiple intelligences
	• Demonstrates ability in:
	   - Explanation of concepts
	   - Inquiry Based Learning
	   - Inductive learning
	   - Group work/collaborative
	   - Discussion management

	- Questioning skills - ICT + Web 2.0 - Graphic organisers - Kinaesthetic approaches • Relates strategies appropriately to coherent pedagogies • Demonstrates diversity of approaches across a sequence of lessons • Demonstrates the ability to change/adapt strategies within a lesson in response to student performance/understanding/engagement • Uses effective questioning techniques that maximizes participation and encourage higher level thinking
3.4	• Locates and collects resources developed by the school for specific learning programs/units • Uses ready-made resources and creates own resources to enhance learning • Seeks out and uses appropriate internet resources • Uses a diverse range of resources specific to content/concepts • Uses of a range of sources • Uses appropriate conventions regarding academic honesty/referencing, acknowledging of sources • Balances bias/recognition of bias in the use of resources • Provides props, visual aids, cues to support understanding for a student with a wide range of levels of prior knowledge and understanding

3.5	• Shows an ability to relate to and work with children
	• Moves effectively within a learning space
	• Shows effective questioning to check for understanding (open and closed questions)
	• Body language should be open, encouraging and 'safe'
	• Uses appropriate:
	    - Volume
	    - Pitch
	    - Tone
	    - Language
	    - Forms of address
	    - Grammatical conventions
	    - Body language
	• Responds appropriately to student behaviours/contributions
	• Asserts themselves in a classroom environment as relevant
	• Provides informal feedback (inclusive, elaborative) to build student engagement
	• Uses warm-up activity to engage student participation
	• Provides feedback to each student
	• Has an active and engaging presence not seated, narrow, restrictive delivery of teaching
	• Uses gestures to communicate
	• Provides clear instruction
	• Seeks out unresponsive students

3.6	• Collaborates and engages in discussions with other teachers • Reflects at the end of the lesson to inform future work • Guides design and implementation of assessment items • Is actively involved in moderation • Analyses assessment data • Collects feedback from students to inform future planning and teaching • Checks for understanding • Evaluates learning • Surveys student perception of unit • Contributes to level/school discussions regarding learning experiences and assessment

3.7	• Prepares a written introduction to parents
	• Shows an openness/willingness to have parent involvement in classrooms/special events.
	• Willingly becomes involved in PT interviews (if relevant)
	• Keeps detailed and accurate records of student performance for future reporting
	• Uses diaries (homework, feedback)
	• Observes the Mentor's engagement with parents and participates in pre-interview preparation.
	• Uses school policies/protocols for parent-teacher contact:
	    - Use of diaries (homework, feedback)
	    - Observe and contribute to PT interviews (if appropriate)
	• Collects school newsletters
	• Observes and discusses strategies for beginning teachers, in regards to encouraging positive involvement with parents

Standard 4- Create and maintain supportive and safe learning environments [Professional Practice 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	**Level Achieved**
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	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence

4.1	• Supports participation with effective questioning i.e. accepts wide range of responses, uses praise/encouragement probes, redirects, asks why, acknowledges student effort & responses
	• Provides a range of learning experiences and plans for a range of learning styles e.g. visual materials, questions rather than didactic, models tasks, uses hands-on activities, relates task to personal experiences
	• Knows the students as individuals
	  - Physical classroom environment, including seating plans, to increase participation
	  - Aware of barriers to participation e.g. ASD, culture
	  - Knowledge of personalities in the room (esp. when grouping)
	  - Provides for students to take responsibility for own learning
	  - Walks around the class providing individual support
	• Teaches for success
	  - Focuses initially on engagement rather than content
	  - Communicates expectations of behaviour and learning
	  - Repeats key phrases to assist student understanding
	  - Uses social scaffolding (pairs to present) in high risk situations
	• Uses an enthusiastic and happy tone of voice. Shows a genuine liking of students

4.2	• Routines and procedures are explicitly taught, modelled and reinforced • Redirects students not following procedures • Lessons have a clear structure that students are aware of and are able to follow • Timeframes are mainly accurate and appropriate to the task & concentration spans • Expectations are clearly stated for each activity • Provides clear directions • Resources are well organised • Students mainly stay on-task
4.3	• Establishes expectations, models and reinforces these • Knows the students • Uses a seating plan to prevent/deal with misbehaviour • Understands the difference between proactive management and reactive management and gives priority to proactive strategies • Analyses the causes of misbehaviour. Reflects on lesson plan as a starting point. Reflects and develops a plan of action

	• Implements the school behaviour management policy and follows through with consequences • Is consistent • Uses visual reminders (signs/posters) • Demonstrates knowledge of behaviour management theories and uses a range of strategies • Researches and seeks help
4.4	• Knows what safety is • Knows the government protection strategies • Knows the school's protection policies • Passes on information • Knows the resources of the school i.e. G.O., school nurse • Knows OHS standards/procedures • Knows the anti-bullying policy- implements and supports the school's policy. Is aware of latest programs • Knows the school emergency procedures • Models sun safety practices and enforces them with students • Identifies potentially unsafe situations and is proactive in solving – risk assessment • Collaborates and asks for help
4.5	• Knows the National and State ICT policies and expectations • Knows the school's strategies and procedures for computer use and using the computer room • Has a clear method of monitoring – plans for entering and leaving • Keeps children on task • Is proactive • Knows the technology and how it works • Imparts the rules to the students • Previews electronic resources to check for suitability • Adheres to processes for use of images/videos of students

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
Focus areas	**Level Achieved**
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	
Mentor comments:	

Professional Knowledge	Examples of evidence
5.1	• Demonstrates a working knowledge of informal and formal, diagnostic, formative and summative assessment and why we do it • Understands how we choose assessment strategies to suit the context/community/students • Knows timelines of the curriculum and the school timelines and requirements • Understands the literacy requirements • Writes an appropriate piece of assessment • Practises using a marking criteria, recording data, and analysing data to inform remediation
5.2	• Regularly gives feedback to students on their learning e.g. responses to answers, responses to class work, responses to homework, responses to individuals on progress during tasks and assignment work • Gives formative and summative feedback • Uses a range of strategies to give feedback: oral, written, conferencing, test results
5.3	• Plans, discusses and reviews assessment activities with Mentor. Justifies judgements using criteria • Assesses homework tasks, in class tests and gives these to the Mentor to moderate • Knows the moderation process for the school and, if possible, participates in the process
5.4	• Knows how to access this data • Knows how to keep this data • Uses/describes how students' data translates to teaching practices • Interprets table/graphs • Uses data to remediate • Collaborates with Mentor and others to implement support • Uses knowledge of student understanding from a lesson to inform subsequent lessons • Collaborates with Mentor to evaluate student learning and modify units
5.5	• Knows a range of strategies such as formal and informal • Knows how to interpret and use strategies • Keeps accurate records • Uses various methods of gathering evidence • Knows the legal recommendations • Knows how "one school" works • Keeps a record of contacts • Knows methods of contacts for parents • Knows how to locate/access student information • Knows who to talk to regarding the issue referral process • Knows the procedures for recording results • Reflects on issues

Standard 6 – Engage in professional learning [Professional Engagement]: (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	**Level Achieved**
6.1 Identify and plan professional learning needs	
6.2 Engage in professional learning and improve practice	
6.3 Engage with colleagues and improve practice	
6.4 Apply professional learning and improve student learning	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
6.1	• Understands the importance of regular professional development in all learning areas • Demonstrates how ICT can improve personal goals and professional practice • Critically reflects on own practice and identifies strengths and areas for improvement • Demonstrates a sound understanding of the Australian professional Standards and uses them as a basis for setting improvement goals
6.2	• Willingly attends professional learning sessions with the Mentor (where applicable) • Proactively seeks out various forms of external professional learning and applies the learnt strategies to practice • Keeps up to date with educational ICT resources and tools
6.3	• Openly discusses areas for improvement with the Mentor • Applies constructive feedback from the Mentor to improve teaching practices • Proactively seeks feedback for improvement
6.4	• Feedback from the Mentor is reflected in future planning and practice • Discusses with the Mentor ways that they can implement professional learning to improve student learning

Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Engagement]: (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	**Level Achieved**
7.1 Meet professional ethics and responsibilities	
7.2 Comply with legislative, administrative and organisational requirements	
7.3 Engage with the parents/carers	
7.4 Engage with professional teaching networks and broader communities	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
7.1	• Dresses, speaks and behaves in a professional manner at all times • Interacts with children, families and staff respectfully • Demonstrates a clear understanding of the jurisdictional professional codes of conduct/ethics and applies this to all facets of their practice
7.2	• Seeks advice from the Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers • Engages in professional discussions with the Mentor about polices and processes according to the school stage • Diligently complies with all policies and processes
7.3	• Records reflections about how the Mentor communicates and maintains relationships with families • With the support of the Mentor, 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 • 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
7.4	• Proactively seeks advice from Mentors and teachers on external professional development and professional associations • 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 • 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

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):

Professional Experience Final Report

Supervised Professional Experience 3 (Ready to Teach) – EDU80015

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

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:	
Major areas of concern *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.*	1. 2. 3.
Actions required by the Pre-service Teacher	1. 2. 3.
Support from the Mentor and collaboration with nominated supervisor	
Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	
The following sections are to be completed by Swinburne Online:	
Support from Swinburne Online	
Date for review	
Review comments/notes	