**Professional Experience Report**

Introduction to Curriculum Planning and Assessment for Early Childhood

Practicum 1 – EDU10001

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| **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 EDU10001 is the first practicum in the Bachelor of Education (Early Childhood) and (Primary) courses and Pre-service Teachers are required to complete 20 days of professional experience with children aged 2-5 years. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant 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](https://www.swinburneonline.edu.au/online-courses/education/mentor-teacher-resource-centre/support) and complete the Professional Experience Support Plan. This is to be submitted to the [eLearning Advisor](https://www.swinburneonline.edu.au/online-courses/education/mentor-teacher-resource-centre/support) 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](https://www.swinburneonline.edu.au/online-courses/education/mentor-teacher-resource-centre/support) directly. The Pre-service Teacher can provide contact details if required. |

**PART A: INTERIM REPORT – EDU10001**

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| **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. |

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| **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 – EDU10001**

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| **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. |

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| **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**  **(insert 0-3)** |
| * 1. **Physical, social and intellectual development and characteristics of students** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor (Optional if required)*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **1.1** | * In collaboration with mentor teacher, plans age appropriate learning experiences that support children’s development. * Identifies children’s domains of development, interests and strengths in discussions, observations and planning. * Follows the modelling of the mentor in accommodating difference. | |

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| **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**  **(insert 0-3)** |
| **2.1 Content and teaching strategies of the teaching area** | |  |
| **2.3 Curriculum, assessment and reporting** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor (Optional if required)*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| 2.1 | * Identifies different strategies for teaching * Implements teaching strategies developed and/or modelled by supervising teacher. * Understands the importance of establishing the association between content and strategy * Accurate use of language/terms/definitions and written resources * Evidence of content knowledge in planning * Uses resources provided by the mentor teacher and shows initiative in sourcing additional resources * Responds to supervisor feedback and adjusts planning | |
| 2.3 | * Takes observations of children’s interactions, play, learning and routines * Plans indoor, outdoor and routine based learning experience based on strengths and interests observed * Identifies and discuss appropriate teaching strategies with guidance from mentor * Makes relevant links to the EYLF and curriculum documents of the practicum setting in discussions and learning plans | |

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| **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**  **(insert 0-3)** |
| **3.3 Use teaching strategies** | |  |
| **3.4** **Select and use resources** | |  |
| **3.5** **Use effective classroom communication** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **3.3** | * Beginning to plan and use a range of strategies where appropriate - whole group, small group, individual. * Identifies, practices and reflects on a range of teaching strategies such as modelling, co-constructing, questioning, describing, listening | |
| **3.4** | * In consultation with Mentor, selects appropriate resources to implement planned learning experiences * Includes consideration of natural and improvised materials | |
| **3.5** | * Demonstrates awareness of positioning and body language * Gets down on children’s level and uses voice effectively to interact with children * Offers respectful verbal encouragement and positive feedback * Engages in experiences with children | |

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| **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**  **(insert 0-3)** |
| **4.2 Manage classroom activities** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **4.2** | * Gathers information about current routines and learning experiences. * Effective planning and implementation of three learning experiences in consultation with the Mentor. * Engages with children and provides clear guidance in planned experiences. * Supports smooth flowing transitions and contributes to creating a calm environment for children. * Supports children through routines such as nappy changing/toileting, meals and sleep times. | |

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| 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**  **(insert 0-3)** |
| **5.1 Assess student learning** | |  |
| **5.4 Interpret student data** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **5.1** | * Pre-service teacher is familiar with to the assessment and documentation used within the setting. * Demonstrates a basic understanding of how the EYLF supports assessment. * Shares observations of children’s learning, both informally through conversations and in written work. | |
| **5.4** | * Uses children’s background information to inform curriculum planning and pedagogy. * Familiarises self with prior planning documentation and uses this to inform future plans. * Use observations of children’s learning to inform planning of experiences. * Recognises that data relating to infant development and growth can be used to inform practice. * With mentor support has effectively evaluated learning plans. | |

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| **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**  **(insert 0-3)** |
| **6.3 Engage with colleagues and improve practice** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **6.3** | * With Supervisor/Mentor identifies and discusses professional strengths and challenges. * Seeks feedback for improvement. * Applies constructive feedback from supervisors/mentors to improve teaching practices. | |

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| **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**  **(insert 0-3)** |
| **7.1 Meet professional ethics and responsibilities** | |  |
| **7.2 Comply with legislative, administrative and organisational requirements** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **7.1** | * Dresses, speaks and behaves in a professional manner * Interactions with children, families and staff are respectful * Familiar with the ECA code of ethics and the settings and jurisdictional professional codes of conduct. | |
| **7.2** | * Is aware of and follows the setting’s key policies and procedures and knows where these are located. * Is aware of and follows workplace health and safety guidelines (e.g. hand washing, team lifting, and evacuation procedures). * Communicates effectively to ensure Mentor knows where Pre-service teacher is. * Remains under the supervision of Mentor/ employed educator at all times when with children. | |

**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.

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| **Mentor comments:**  **Pre-Service Teacher comments:**  **Nominated Supervisor comments (Optional):** |
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**Professional Experience Final Report**

Introduction to Curriculum Planning and Assessment for Early Childhood

Practicum 1 – EDU10001

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| **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:** | |

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| **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](https://www.swinburneonline.edu.au/online-courses/education/mentor-teacher-resource-centre/support) and complete the following Support Plan in consultation with the Pre-service Teacher. This is to be submitted to the [eLearning Advisor](https://www.swinburneonline.edu.au/online-courses/education/mentor-teacher-resource-centre/support) by the Mentor.

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| 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: |  | | | |

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| *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** |  |

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| Signatures |  |
| Mentor signature |  |
| Pre-service Teacher |  |
| Nominated Supervisor |  |
| Date |  |

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| *The following sections are to be completed by Swinburne Online:* | |
| **Support from Swinburne Online** |  |
| **Date for review** |  |
| **Review comments/notes** |  |