**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 reportShould 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)

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| **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.

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| **Comments (Optional): Mentor Teacher** |
| **Signatures** |
| Mentor: |
| Pre-service Teacher: |
| Nominated Supervisor: |
| Date:  |

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**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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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
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| **3.4** | * In consultation with Mentor, selects appropriate resources to implement planned learning experiences
* Includes consideration of natural and improvised materials
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| **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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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.
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| **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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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.
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| **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.
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**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).
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| **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** |  |