**Professional Experience Report**

Curriculum Planning and Assessment for Primary

Practicum 2 – EDU20006

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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 EDU20006 is the second practicum in the Bachelor of Education (Early Childhood) and (Primary) courses. 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 Professional Placement Team and complete the Professional Experience Support Plan. This is to be submitted to the Swinburne Online Professional Placement Team 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 Swinburne Online Professional Placement Team directly:  **Swinburne Online Professional Placement Team** Phone: 1300 797 765  Email: [placements@swinburneonline.com](https://outlook.swin.edu.au/owa/14.3.210.2/scripts/premium/UrlBlockedError.aspx)​ |

**PART A: INTERIM REPORT – EDU20006**

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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 – EDU20006**

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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** |
| **1.1 Physical, social and intellectual development and characteristics of students** | |  |
| **1.2 Understand how students learn** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor (Optional if required)*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| 1.1 | * Written observations, guided by the Mentor, demonstrate an understanding of the physical, social and intellectual development & characteristics of students * Identifies that all students learn in different ways. This is shown through their planning of a range of activities * Follows the modelling of the Mentor in catering for difference | |
| 1.2 | * Identifies that all students learn in different ways. This is shown through their planning of a range of activities and consciousness of attention spans * With Mentor guidance, observes individual students’ needs in a targeted learning area. Evidence would be in written observations * With the guidance of the Mentor, plans and delivers lessons that demonstrate an understanding of the variety of ways students learn * Sets expectations for what the students will learn during the lesson * Reflects on how students are learning | |

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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** |
| **2.1 Content and teaching strategies of the teaching area** | |  |
| **2.2 Content selection and organisation** | |  |
| **2.3 Curriculum, assessment and reporting** | |  |
| **2.5 Literacy and numeracy strategies** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor (Optional if required)*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| 2.1 | * Identifies different strategies for teaching * Implements strategies developed and/or modelled by Mentor * Understands the importance of the association between content and strategy * Uses accurate language/terms/definitions and written resources * Content knowledge is evident in planning * Uses resources provided by the Mentor and shows initiative in sourcing additional resources * Responds to Mentor feedback and adjusts planning | |
| 2.2 | * Implements a plan as modelled/developed by the Mentor * Identifies the importance of sequencing in planning and delivery by outlining the lesson purpose and structure, and uses a clear introduction and conclusion * Develops strategies/approaches for assessing student understanding during lessons * Identifies the context of content within a unit * Identifies and focuses on the key content * With the guidance of the Mentor, reflects upon and adjusts lesson plans * Begins to develop well-structured lesson plans by the end of the practicum | |
| 2.3 | * Demonstrates knowledge of the relevant curriculum documents * Observes assessment and moderation * Willing to reflect on teaching practice and respond to feedback to influence future planning and teaching * Uses evaluation techniques/assessment items to gain relevant feedback on student learning (informal or formal) * Provides feedback in some form, as modelled by the Mentor | |
| 2.5 | * Awareness of the curriculum documents and policies within the school * Awareness of importance of, and ability in, teaching/modelling of English language conventions * Awareness of importance of, and ability in, teaching/modelling of appropriate numerical conventions * Explicitly teaches the language of a content discipline | |

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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** |
| **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 * Demonstrates an ability to reflect upon a lesson and change/adapt strategies in the next lesson in response to student performance/understanding/engagement and Mentor feedback * Shows awareness of different learning styles and attempts to incorporate aural, visual and kinaesthetic activities | |
| **3.4** | * Seeks advice on the use of most appropriate resources * Locates and collects resources developed by the school for specific learning programs/units * Uses ready-made resources * Beginning to source and develop own resources (where appropriate) * Uses appropriate Internet resources * Uses appropriate conventions regarding academic honesty/referencing, acknowledging of sources. * Uses ICT to engage students | |
| **3.5** | * Shows an ability to relate to and work with students e.g. attempts to learn names, converses with individuals, listens, smiles * Moves effectively within a learning space * Body language is open, encouraging and ‘safe’ * Uses appropriate:   + volume   + pitch   + tone   + language   + forms of address   + grammatical conventions   + body language, eye contact, gestures (hands-up) * Provides feedback to students * Gives clear instructions so students know what to do | |

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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** |
| **4.2 Manage classroom activities** | |  |
| **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** | |
| **4.2** | * Seeks advice in relation to time frames for activities * Stands before a class and gives directions/instructions for brief periods * Writes up lesson agendas * Has simple routines for entering the room, distributing and using equipment, and transitions | |
| **4.4** | * Gains knowledge of school policies * Discusses potential risks with Mentor * Responds to potentially unsafe situations * Documents what strategies/policies and legislation are relevant to school/student/teachers * Demonstrates independent reflective practices/capacity which they can translate to future actions | |
| **4.5** | * Follows school protocol in relation to ICT use * Displays ‘common sense’ in relation to appropriate resources * Demonstrates a broad range of issues/strategies for safe/ethical/responsible ICT use, within planning (e.g. inappropriate site/content/language etc.) * Knows where and how to access/copy * Knows and relates to school rules and policies with regards to ICT use * Follows the modelling and program of the Mentor | |

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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** |
| **5.1 Assess student learning** | |  |
| **5.2 Provide feedback to students on their learning** | |  |
| **5.4 Interpret student data** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **5.1** | * Asks to see assessment items/strategies and the processes used by the Mentor/school and seeks these things out * Acknowledges that assessment is driven by work programs/curriculum documents etc. * Through discussion with Mentor, demonstrates differentiation between informal/formal/summative/formative assessment etc. * Uses formal and informal strategies in the single lesson * Observes marking | |
| **5.2** | * Demonstrates an understanding of the place of feedback within the teaching process * Observes the Mentor and records a range of feedback strategies * Uses opportunities to give feedback to students on their learning e.g. response to answers, response to class tasks | |
| **5.4** | * Acknowledges that previous student work/responses/outcomes can be used to reflect and plan future curriculum/assessment development * Observes and understands the process used by a year level/school etc. | |

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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** |
| **6.3 Engage with colleagues and improve practice** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **6.3** | * Discusses with Mentor, areas for improvement * Applies constructive feedback from Mentors to improve teaching practices * Seeks feedback for improvement | |

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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** |
| **7.1 Meet professional ethics and responsibilities** | |  |
| **7.3 Engage with the parents/carers** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **Professional Knowledge** | **Examples of evidence** | |
| **7.1** | * Dresses, speaks and behaves in a professional manner * Interacts with children, families and staff respectfully * Familiar with school and jurisdictional documentation on ethics and conduct | |
| **7.3** | * Records reflections about how the Mentor communicates and maintains relationships with families * With the support of the Mentor, applies 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 | |

**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**

Curriculum Planning and Assessment for Primary

Practicum 2 – EDU20006

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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 Professional Placement Team and complete the following Support Plan in consultation with the Pre-service Teacher. This is to be submitted to the Swinburne Online Professional Placement Team 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 the Swinburne Online Professional Placement Team:* | |
| **Support from Swinburne Online** |  |
| **Date for review** |  |
| **Review comments/notes** |  |