**Professional Experience Report**

Ready to Teach Primary

Practicum 4E – EDU40005

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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 EDU40005 is the final primary practicum in the Bachelor of Education (Early Childhood) course. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet **ALL** of the Australian Professional Standards for Teachers at Graduate stage (AITSL, 2014). To assist you in assessing the Pre-service Teacher, 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 – EDU40005**

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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 – EDU40005**

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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** | |  |
| **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 ESL students and students with special needs in written observations and transfers these into lessons | |
| 1.3 | * Identifies the 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 the teaching strategies used to cater for ESL students in written observations and transfers these to lesson planning * Shows understanding of and responds to the different circumstances of some students * 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 | |
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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** | |  |
| **2.4 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:*** | | |
| ***Nominated Supervisor (Optional if required)*** | | |
| **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 | |
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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** |
| **3.1 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   + Kinesthetic 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 | |

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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** | |  |
| **5.3 Make consistent and comparable judgements** | |  |
| **5.4 Interpret student data** | |  |
| **5.5 Report on student achievement** | |  |
| ***Mentor comments:*** | | |
| ***Nominated Supervisor’s comments (Optional):*** | | |
| **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 | |

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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** |
| **6.1 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 | |

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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** | |  |
| **7.2 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.

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

Ready to Teach Primary

Practicum 4E – EDU40005

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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** |  |

|  |  |
| --- | --- |
| 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** |  |