**Professional Experience Report**

Ready to Teach Early Childhood

Practicum 5E – EDU40006

|  |
| --- |
| **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 EDU40006 is the final early childhood 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 in the context of the early childhood setting, 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 – EDU40006**

|  |
| --- |
| **Interim Report – Assessing Pre-service Teacher’s progress against each Domain of Teaching**The Australian Professional Standards for Teachers are grouped into three broad Domains – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7). At the Interim Report stage, Pre-Service Teachers will be assessed as follows:* **SP Satisfactory Progress** the student is making satisfactory progress towards this Domain at the level indicated.
* **WT Working Towards** the student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).
* **CC Cause for Concern** the student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.
 |

|  |  |  |
| --- | --- | --- |
| **Pre-service Teacher :** |  | **Student number:**  |
| **Number of days completed in this phase:** *Please note: Missed days should be made up in negotiation with the mentor.* |  | **Missed days:** | **Days made up:** |
| **Mentor:** |  | **Principal/Director:** |
| **Nominated Supervisor:**  |  | **Year level/Age group:** |
| **Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement** (Please tick the appropriate box)

|  |  |
| --- | --- |
| **Professional Knowledge:** Demonstrates current professional knowledge and skills to begin planning for and managing learning programs. |  **SP** **[ ]  WT [ ]  \*CC [ ]**  |
| **Professional Practice:** Demonstrates a growing capacity to begin to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment. |  **SP [ ]  WT [ ]  \*CC [ ]**  |
| **Professional Engagement:** Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities. |  **SP [ ]  WT [ ]  \*CC [ ]**  |

***\*IMPORTANT:* If one or more CC results are indicated against the Domains of Teaching above, submission of this Interim Report must be accompanied by a completed Professional Experience Support Plan.**When completing the above assessment of interim progress, please make a judgement based on the Pre-Service Teacher’s achievement to date against the practical interpretations of each standard, situated in the shaded area underneath each.

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

 |

**PART B: FINAL REPORT – EDU40006**

|  |
| --- |
| **Final Report - Level Achieved against each of the Australian Professional Standards for Teachers (Graduate)**For each of the standards, Pre-service Teachers will be assessed as: * **0 Not demonstrated** the student has not demonstrated the professional standard at a relevant level**. If a Pre-service Teacher is awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.**
* **1 Demonstrated occasionally** the student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Pre-service Teachers enrolled in EDU10001**,** EDU20006 and EDU60015 may mostly reflect this level in their Interim and final assessments.
* **2 Demonstrated regularly** the student has demonstrated the professional standard regularly during their professional experience. It is accepted that Pre-service Teachers enrolled in EDU30003, EDU30015 and EDU70012 may mostly reflect this level in their Interim and final assessments.
* **3 Demonstrated consistently** the student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Pre-service Teachers enrolled in EDU40005, **EDU40006**, EDU40012 and EDU80015 may mostly reflect this level in their Interim and final assessments.
 |

|  |  |
| --- | --- |
|  **Standard 1- Know the students and how they learn****[Professional Knowledge Domain]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – Demonstrated consistently |
| **Focus areas (please refer to shaded section for examples of evidence)** | **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 | * Uses a range of strategies to collect information about children and learn about individual differences within the group.
* Observations identify and record the differences exhibited by individual children including development, interests and strengths.
* Plans routines and experiences that support individual children’s learning, development, interests and strengths.
* Adapts teaching to support individual children’s learning during routines and play experiences.
 |
| 1.2 | * The Pre-service teacher plans and implements a curriculum that is informed by observations of children.
* Planned learning experiences demonstrate an understanding of how children learn.
* The EYLF and relevant theories inform observations, curriculum planning and documentation of learning.
* The curriculum includes experiences that cater for a variety of interests and stages of development.
* Reflections and curriculum evaluations address the effectiveness of teaching strategies in relation to learning achieved by children.
 |
| 1.3 | * Demonstrates an awareness of inclusive language and teaching strategies.
* Demonstrates an understanding of and responds to children from diverse backgrounds sensitively and respectfully.
* Identifies the teaching strategies used to cater for children with culturally and linguistically diverse backgrounds in written observations and transfers these to planning and practice
* Shows understanding of and responds to the different circumstances of individual children
* Reflects on teaching practices and adapts strategies to respond better to diverse needs.
* The planned curriculum includes materials and experiences that reflect diverse cultures.
* Uses open-ended materials, key words from children’s languages and when appropriate, follows children’s routines from home.
 |
| 1.4 | * Proactively asks about cultural backgrounds and the impact on children’s learning and uses this information in planning and teaching
* Identifies the teaching strategies used to cater for children with culturally and linguistically diverse backgrounds in written observations and transfers these to planning and practice
* Shows understanding of and responds to the different circumstances of individual children
* Actively liaises with Mentors and the teaching team including support staff in the setting and wider community
* Records and reflects on own teaching practice
* Researches available support programs and/or resources
 |
| 1.5 | * Recognises children’s specific learning needs and how they are catered for within the learning environment
* Extension activities and higher order thinking tasks are evident in curriculum planning
* Scaffolding and other support strategies are evident
* Questions are designed to establish what children have learnt from the experience
* Demonstrates an ability to differentiate between the learning understood and missed
* Reflects and subsequently varies teaching strategies for individuals
 |
| 1.6 | * Proactively asks about children with a disability and the impact on children’s learning
* Demonstrates consistency with the modelled support programs being used
* Actively liaises with Mentors and support staff in the setting and community to develop learning activities
 |

|  |  |
| --- | --- |
| **Standard 2- Know the content and how to teach it****[Professional Knowledge Domain]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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 questions and specific language to draw attention to and support learning about concepts in a range of curriculum areas
* Draws on a wide range of teaching strategies to engage children and support learning in a range of curriculum areas including routines
* Reflects on the link between teaching strategies and children’s understanding of concepts and makes adjustments throughout the teaching process
* Independently collects and/or creates appropriate resources and sets up inviting and engaging experiences for children.
 |
| 2.2 | * Develops experiences that focus on specific content areas including math, science, literacy, humanities and the arts 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 children’s lives
* Uses strategies to engage children in the content and reflects upon the effectiveness of these
 |
| 2.3 | * Develops a clear curriculum plan that is underpinned by the EYLF and includes a range of experiences to enhance children’s learning and development in the indoor and outdoor environments and throughout routines.
* Draws on previous planning and assessment documents to inform future planning.
* Uses a range of methods to reflect on and evaluate all aspects of the curriculum and use this to make modifications and to inform future plans.
* Provides feedback to children
* Willingly attends parent teacher meetings (where applicable)
* Willingly reflects on teaching practice and responds to feedback to influence future teaching
* Collects evidence from children of their understanding of concepts in informal and/or formal ways and feedback is provided
* Demonstrates effective record keeping
* 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 children
* Reflects on the appropriateness/level of challenge of experiences and approaches
 |
| 2.4 | * Demonstrates awareness of the EYLF, curriculum policies and documents within the setting
* Models respectful/empathetic language and discourse in dealing with indigenous issues
* Consults with Mentor regarding pertinent issues
* Selects appropriate resources
* 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 setting
* Teaches/models grammatical and English language conventions
* Teaches/models appropriate numerical conventions
* Plans and teaches activities that improve the language, literacy and numeracy of children
* Uses teaching moments to extend the language, literacy and numeracy skills of group and individuals
 |
| 2.6 | * Demonstrates an awareness of setting policies
* Proactively sources resources within the setting that would be appropriate for learning experiences
* Shows a willingness to communicate digitally
* Uses a variety of ICT which may include communicating digitally, using interactive whiteboards, cameras, computers
* Identifies/recognises alternative ICT that could be used in the curriculum and/or documentation
* 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 children
* Explicitly models and teaches the ethical use of ICT
 |
| **Standard 3- Plan for and implement effective teaching and learning****[Professional Practice Domain]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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** | * Consults with mentor about current learning goals for children.
* Develops appropriate and realistic learning goals for the group and individual children.
* Identifies goals for learning, skills and values.
* Goals demonstrate a high expectation for all children as learners.
* Curriculum and learning plans build on interests and strengths and include strategies to challenge children.
 |
| **3.2** | * Evaluates the effectiveness of teaching strategies and curriculum plans in relation to children’s learning.
* Scaffolds children’s learning in play and routines.
* Uses observations and evaluations to forward plan.
 |
| **3.3** | * Plans and implements experiences that encourage critical thinking, creativity and problem solving
* Plans for and uses a range of strategies where appropriate for whole group, small group, and individual learning experiences.
* Identifies practices and reflects on a range of teaching strategies such as modelling, co-constructing, questioning, describing, and listening.
* Demonstrates the ability to change/adapt strategies within an experience in response to a child’s performance/understanding/engagement
* Uses effective questioning techniques that maximize participation and encourage higher level thinking
 |
| **3.4** | * Selects and collects appropriate resources to implement planned learning experiences.
* Includes natural and improvised materials in learning experiences.
* Uses props and visual aids to support children’s learning in play and routines.
* 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
* Balances bias/recognition of bias in the use of resources
 |
| **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)
* Demonstrates awareness of positioning and body language; body language should be open, encouraging and ‘safe’
* Uses appropriate volume, pitch, tone, language forms of address, grammatical conventions, body language
* Responds appropriately to children’s behaviours/contributions
* Provides informal feedback (inclusive, elaborative) to build engagement
* Has an active and engaging presence; actively engages in experiences with children.
* Uses gestures to communicate
* Provides clear instruction
* Seeks out unresponsive children
* Gets down on children’s level and uses voice effectively to interact with children and provide warnings about routines and transitions.
* Offers respectful verbal encouragement and positive feedback.
 |
| **3.6** | * Collaborates and engages in discussions with other teachers
* Reflects at the end of each day to inform future work
* Analyses observations
* Collects feedback from children, teachers and families to inform future planning and teaching
* Evaluates plans
* Contributes to discussions regarding learning experiences and assessment
 |
| **3.7** | * Prepares a written introduction to parents
* Shows an openness/willingness to have parent involvement in the curriculum
* Willingly becomes involved in Parent Teacher interviews (if relevant)
* Keeps detailed and accurate records of children’s learning
* Regularly communicate with families through conversations and methods such as diaries, communication sheets, journals, portfolios, notices, email or blogs
* Uses setting policies/protocols for parent-teacher contact:
* 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 demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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** | * Observes and discusses behaviour guidance methods used by the Mentor.
* Distinguishes between various children’s skills, interests, behaviours, developmental stage and understandings.
* Identifies a range of strategies that support children’s learning and discovery.
* Enthusiastically engages with children and participates in routines and indoor/outdoor experiences.
 |
| **4.2** | * Gathers information about current routines and learning experiences.
* Effective planning and implementation of the curriculum 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 toileting, meals and sleep times.
 |
| **4.3** | * Follows Mentor’s expectations for behaviour management.
* Observes various behaviours and discuss their relationship to developmental expectations.
* Identifies challenging behaviours and seek advice.
* Discusses range of possible strategies to guide various types of behaviour.
* Experiments with a range of appropriate strategies in everyday experiences.
* Understands the difference between proactive and reactive strategies.
* Learns the education setting’s policies in relation to behaviour and reinforces these policies.
 |
| **4.4** | * Awareness of relevant policies and procedures of early childhood setting.
* Follows the setting’s hygiene procedures in routines.
* Identifies and follows procedures for children’s meal and sleep routines.
* Identifies areas of the EYLF and/or NQS that relate to children’s wellbeing and safety.
* Positions self for effective supervision of children.
* Models and encourages sun smart behaviours.
 |
| **4.5** | * Finds relevant resources and information using ICT.
* Follows the setting’s policies/guidelines in relation to taking, storing and sharing photographs and information about children using ICT.
* Consults with Mentor re the suitability of ICT resources and experiences.
* Knows the National and State ICT policies and expectations
* Previews electronic resources to check for suitability
 |

|  |  |
| --- | --- |
| 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** |
| **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** | * Pre-service teacher is familiar with the assessment and documentation procedures used within the setting.
* Demonstrates an understanding of how the EYLF supports assessment.
* Shares observations of children’s learning, both informally through conversations and in written work.
* With mentor has effectively evaluated curriculum and learning plans.
 |
| **5.2** | * Demonstrates an understanding of the place of feedback within the teaching process
* Observes educators and identifies interactions that provide children with feedback
* Regularly provides feedback to children about their learning
* Uses play and routines as an opportunity to give verbal and non-verbal feedback to children
 |
| **5.3** | * Plans, discusses and reviews assessment of children’s learning with Mentor
* Draws on professional knowledge of children’s development and learning to assess children’s learning in context
* Engages in professional discussions about children’s learning with the Mentor, families and teaching team
 |
| **5.4** | * Knows how to access and store information about children’s learning
* Uses/describes how information about children’s knowledge translates to teaching practices
* Interprets table/graphs about children’s development and learning
* Collaborates with Mentor and others to implement support
* Uses knowledge of children’s understanding from prior experiences to inform subsequent experiences
* Collaborates with Mentor to evaluate children’s learning and modify planned experiences
 |
| **5.5** | * Knows a range of strategies to report on children’s learning
* Keeps accurate records of children’s learning
* Uses various methods of gathering evidence
* Demonstrates an understanding of the legislative and regulatory requirements in relation to assessment and reporting in early childhood education
* Knows how to locate/access information about children
* Demonstrates an understanding of the processes within the setting
* Knows who to talk to regarding referral processes if there are any issues/concerns
 |

|  |  |
| --- | --- |
| **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** |
| **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/ development 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 children’s learning
 |

|  |  |
| --- | --- |
| **Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Engagement]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – 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 procedures
* Diligently complies with all policies and procedures
* Is familiar with the NQF
 |
| **7.3** | * Records reflections about how the Mentor communicates and maintains relationships with families
* 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,
* Shares documentation about children’s learning with families
* Investigates and/or trials (with Mentor guidance) various ways that digital resources can be used for communicating effectively, ethically, sensitively and confidentially with teachers, and parents or carers where applicable
 |
| **7.4** | * Proactively seeks advice from Mentors and teachers on external professional development and professional associations
* Demonstrates an awareness of the vast opportunities/partnerships/resources available within the wider community and discusses ways that they could be incorporated into unit of works
* Investigates the range of opportunities for sharing and enhancing professional practice available through online communication with experts and community representatives, and contribution to professional and community sites , online discussions and forums
 |

**Final professional experience summary and comments**

This section has been provided to record an accurate summary of the professional experience by all participants.

It can also be a space to reflect on strengths and create goals for future improvement.

|  |
| --- |
| **Mentor comments:**  **Pre-Service Teacher comments:** **Nominated Supervisor comments (Optional):** |
|  |

**Professional Experience Final Report**

Ready to Teach Early Childhood

Practicum 5E – EDU40006

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

|  |
| --- |
| **Overall Performance*** **Satisfactory**.  A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-service Teacher has not received a 0 for any of the assessed Standards.
* **Unsatisfactory**.   A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice.  The Pre-service Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor and the Nominated supervisor to be not achieving the required level for the stage of practice.
* **Not completed**. Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis. (For examples of ‘Result Deferred’ refer to the practicum handbook).
 |
| **Based on the level achieved for each standard the final overall result for the Pre-service Teacher is assessed as:**(Please tick the appropriate box) **[ ]  Satisfactory** – *The Pre-service Teacher has received* ***1-3*** *for every standard* **[ ]  Unsatisfactory** – *The Pre-service Teacher has received a* ***0*** *for one or more standards* **[ ]  Not completed** – *The Pre-service Teacher has not completed the required number of days*  |
| Signatures |  |
| Mentor signature |  |
| Pre-service Teacher |  |
| Nominated Supervisor |  |
| Date  |  |

**PART C: Professional Experience Support Plan**

This form is only required to be completed if the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report. Please contact the Pre-service Teacher’s [eLearning Advisor](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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pre-service Teacher: |  | Student number:  |  | Date: |
| Number of days completed: |  | Missed days: |  | Days made up: |
| Educational setting address and contact details: |  | Year level/age group: |
| Mentor: |  |
| Nominated Supervisor: |  |

|  |
| --- |
| *The following three sections are to be completed by the Mentor teacher:* |
| **Major areas of concern***Please identify which areas from the Australian Professional Standards for Teachers (Graduate) and/or any other areas of concern regarding teacher professional conduct that need to be improved on by the Pre-service Teacher.* | **1.****2.****3.** |
| **Actions required by the Pre-service Teacher** | **1.****2.****3.** |
| **Support from the Mentor and collaboration with nominated supervisor**  |  |

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

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