**Professional Experience Report**

Ready to Teach Early Childhood

Practicum 5E – EDU40006

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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 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 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 – EDU40006**

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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 – EDU40006**

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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 (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 | |

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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 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 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** | * 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 | |

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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** |
| **4.1 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 | |

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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** | * 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 | |

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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/ 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 | |

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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 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.

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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 Early Childhood

Practicum 5E – EDU40006

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

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

**PART C: Professional Experience Support Plan**

This form is only required to be completed if the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report. Please contact the Pre-service Teacher’s [eLearning Advisor](https://www.swinburneonline.edu.au/online-courses/education/mentor-teacher-resource-centre/support) and complete the following Support Plan in consultation with the Pre-service Teacher. This is to be submitted to the [eLearning Advisor](https://www.swinburneonline.edu.au/online-courses/education/mentor-teacher-resource-centre/support) by the Mentor.

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

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

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

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