**Professional Experience Report**

Supervised Professional Experience 2 – EDU70012

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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 EDU70012 is the second practicum in the Graduate Diploma of Teaching (Primary) and Master of Teaching (Primary) courses. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant Australian Professional Standards for Teachers at Graduate stage (AITSL, 2014). To assist you in assessing the Pre-service Teacher, examples from Project Evidence (2012) have been used or adapted and included in the shaded area on each page..**The reporting responsibility of the Mentor:**1. To complete and submit an Interim Progress Report form by midway through the professional experience (**day 10**). This is to be submitted to Swinburne Online.
2. If the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report, the Mentor is required to contact the Professional Placement Team and complete the Professional Experience Support Plan. This is to be submitted to the Swinburne Online Professional Placement Team by the Mentor.
3. To complete and submit the final report form, **immediately** on or the day after the final placement day.

**The reporting responsibility of the Pre-service Teacher is:**1. To make sure all documents are completed in a timely manner and submitted by the required dates. Please note the Interim Progress Report form is part of the practicum hurdle requirement.
2. To participate in the interim & end of assessment reporting process.

**This professional experience report contains the following sections:****Part A: Interim report –** To be completed by day 10**Part B: Final report –** To be completed at the end of the professional experience **Part C: Support plan –** ONLY to be completed if a Cause for Concern is received on the interim reportShould you have any queries and/or concerns at any time throughout the practicum, please contact the Swinburne Online Professional Placement Team directly:**Swinburne Online Professional Placement Team**Phone: 1300 797 765Email: [placements@swinburneonline.com](https://outlook.swin.edu.au/owa/14.3.210.2/scripts/premium/UrlBlockedError.aspx)​ |

**PART A: INTERIM REPORT – EDU70012**

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| **Interim Report – Assessing Pre-service Teacher’s progress against each Domain of Teaching**The Australian Professional Standards for Teachers are grouped into three broad Domains – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7). At the Interim Report stage, Pre-Service Teachers will be assessed as follows:* **SP Satisfactory Progress** the student is making satisfactory progress towards this Domain at the level indicated.
* **WT Working Towards** the student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).
* **CC Cause for Concern** the student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.
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| **Pre-service Teacher :** |  | **Student number:**  |
| **Number of days completed in this phase:** *Please note: Missed days should be made up in negotiation with the mentor.* |  | **Missed days:** | **Days made up:** |
| **Mentor:** |  | **Principal/Director:** |
| **Nominated Supervisor:**  |  | **Year level/Age group:** |
| **Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement** (Please tick the appropriate box)

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

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

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

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**PART B: FINAL REPORT – EDU70012**

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| **Final Report - Level Achieved against each of the Australian Professional Standards for Teachers (Graduate)**For each of the standards, Pre-service Teachers will be assessed as: * **0 Not demonstrated** the student has not demonstrated the professional standard at a relevant level**. If a Pre-service Teacher is awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.**
* **1 Demonstrated occasionally** the student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Pre-service Teachers enrolled in EDU10001**,** EDU20006 and EDU60015 may mostly reflect this level in their Interim and final assessments.
* **2 Demonstrated regularly** the student has demonstrated the professional standard regularly during their professional experience. It is accepted that Pre-service Teachers enrolled in EDU30003, EDU30015 and **EDU70012** may mostly reflect this level in their Interim and final assessments.
* **3 Demonstrated consistently** the student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Pre-service Teachers enrolled in EDU40005, EDU40006, EDU40012 and EDU80015 may mostly reflect this level in their Interim and final assessments.
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|  **Standard 1- Know the students and how they learn****[Professional Knowledge Domain]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – Demonstrated consistently |
| **Focus areas** | **Level Achieved** |
| **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**  |  |
| ***Mentor comments:*** |
| ***Nominated Supervisor (Optional if required)***  |
| **Professional Knowledge** | **Examples of evidence**  |
| 1.1 | * Identifies and records the differences exhibited by students in the classroom through observations and discussions
* Uses strategies to learn some of the differences within the group of students e.g observation, discussion with mentor, establishment of prior learning, assessment data
* Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities
* Individual student support is given
 |
| 1.2 | * With the guidance of the Mentor, plans and implements a series of lessons indicating an understanding of the variety of ways the observed students learn
* Plans and delivers lessons that demonstrate an understanding of the variety of ways students learn
* Observations are written with attention to the different theory based learning styles of students
* Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities
* Reflections address the effectiveness of teaching strategies in relation to learning achieved by students
 |
| 1.3 | * Shows awareness of the use of inclusive language and strategies and implements these
* Shows understanding of, and responds to, sensitivities of students from diverse backgrounds
* Uses reflection to adjust teaching strategies to respond better to diverse needs
 |
| **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** |  |
| **2.5 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 | * Has a good knowledge of content appropriate teaching strategies and uses a variety of them to engage students and deliver the content effectively
* Develops resources independently
* Uses language/terms/definitions and written resources accurately
* Reflects on the link between teaching strategies and student understanding of concepts, and adjusts lesson plans accordingly.
 |
| 2.2 | * Develops well-structured lesson plans within the unit
* Uses strategies/approaches to check student understanding during lessons
* Uses appropriate resources for students at the learning stage
* Scaffolds instructional explanations
 |
| 2.3 | * Willing to attend parent teacher meetings to observe where possible
* Uses a range of effective questioning techniques
* Participates in marking and moderating assessment tasks – Conferencing
* Shows an understanding of and willingness to follow current assessment
* Reflects on last lesson, makes an assessment about collective understanding and uses this for the new lesson
 |
| 2.5 | * Awareness of the curriculum documents and policies within the school
* Teaching and modelling of grammatical and English language conventions
* Teaching/modelling of appropriate numerical conventions
* Explicit teaching of the language of a content discipline
* Planning and teaching of activities that improve the language, literacy and numeracy of students
 |
| 2.6 | * Awareness of school policy
* Sources resources within the school that would be appropriate for learning experiences
* Is willing to communicate digitally
* Identifies/recognises alternative ICT that could be used in classes
* Proficient with selected ICTs
* 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, where appropriate
* Monitors 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** |  |
| ***Mentor comments:*** |
| ***Nominated Supervisor’s comments (Optional):*** |
| **Professional Knowledge** | **Examples of evidence** |
| **3.1** | * Identifies objectives/goals for students as established by the school/faculty/unit
* Sets learning objectives and develops lesson plans that attempt to enable acquisition of this learning objective
* Awareness of the need to differentiate learning goals
* Articulates goals for strategies used in class
* Identifies goals for:
	+ content learning
	+ classroom management
	+ skills
	+ values
* Develops clear, stated learning objectives that match the needs of students
* Expects that goals are met and checks this
* Recognises short and long term goals in lesson plan materials
 |
| **3.2** | * Reflects on the success of strategies in promoting student learning in a lesson, in the context of the previous and subsequent lesson
* Scaffolds difficulty, complexity and application over a lesson/course of a sequence of lessons
* Ability to contribute to the planning and implementation of engaging and worthwhile student learning
* Reflects on the success of strategies in promoting student learning over the course of a sequence of lessons in the context of goals/objectives
 |
| **3.3** | * Uses a range of strategies to engage students. These might include: whole group, small groups, whiteboard, Smartboard, ICT, peer teaching, multiple intelligences
* Relates strategies appropriately to coherent pedagogies
* Demonstrates diversity of approaches across a sequence of lessons
* Ability to change/adapt some strategies within a lesson in response to student performance/understanding/engagement
* Uses effective questioning techniques that maximises involvement
* Encourages critical and creative thinking through oral and written questions
 |
| **3.4** | * Locates and collects resources developed by the school for specific learning programs/units
* Uses ready-made resources (eg. Text books) and uses own additional resources (where appropriate)
* Uses the internet for resources
* Uses ICT to engage students
* Uses diverse resources specific to content/concepts
* Balances bias/recognition of bias in the use of resources
* Provides props, visual aids, cues to support understanding for students with a wide range of levels of prior knowledge and understanding
 |
| **3.5** | * Shows an ability to relate to and work with children
* Encourages wide participation
* Moves effectively within a learning space
* Shows effective questioning to check for understanding (open and closed questions)
* Body language is open, encouraging and ‘safe’
* Uses appropriate: volume, pitch, tone, projection of voice, language, forms of address, grammatical conventions, body language, gesture (hands-up sign)
* Responds appropriately to student behaviours/contributions
* Provides informal feedback (inclusive, elaborative) to build student engagement
* Demonstrates an active and engaging presence; not seated, narrow, restrictive delivery of teaching
* Uses gestures to communicate
* Delivers clear instructions
* Uses eye contact effectively
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| **Standard 4- Create and maintain supportive and safe learning environments [Professional Practice Domain]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – Demonstrated consistently |
| **Focus areas** | **Level Achieved** |
| **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** |
| **4.2** | * Demonstrates micro skills/teaching activity planning and executing. Communicates to the class the outcomes and time frames
* Gives clear directions/instructions
* Checks understanding of instructions
* Writes up the lesson agenda
* Has simple routines for entering the room, distributing and using equipment, transitions and teaches these to the students
 |
| **4.3** | * Reinforces Mentor’s expectations for behaviour management
* Establishes behaviour expectations
* Identifies behaviour problems in the classroom, seeks advice and acts upon that advice
* Discusses a range of possible strategies to manage various types of classroom behaviour
* Observes and identifies various classroom behaviours
* Experiments with a range of strategies
* Implements proactive strategies and changes lesson plans to manage behaviours
* Corrects inappropriate behaviour
* Implements the school behaviour management policy
 |
| **4.4** | * Conducts own audit and discusses potential risks with Mentor
* Responds to potentially unsafe situations
* Becomes familiar with and follows school policies
* Documents what strategies/policies and legislation are relevant to school/student/teachers
* Demonstrates independent reflective practices/capacity which can translate to future actions
 |
| **4.5** | * Follows school protocol in relation to ICT use
* Displays ‘common sense’ in relation to appropriate resources
* Demonstrates within planning, a broad range of issues/strategies for safe/ ethical/responsible use (e.g. inappropriate site/content/language)
* Knows where and how to access /copy
* Knows and relates school rules and policies with regards ICT use
* Knows the school’s procedures for using the computer room
* Has clear methods of monitoring students – plans for entering and leaving
* Consults with Mentor regarding the suitability of resources and activities
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| Standard 5 - Assess, provide feedback and report on student learning[Professional Practice]: **(0-3 to be placed in column to indicate level of achievement)** | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – Demonstrated consistently |
| **Focus areas** | **Level Achieved** |
| **5.1 Assess student learning** |  |
| **5.2 Provide feedback to students on their learning** |  |
| **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 use them
* Designs assessment for single lessons and uses this to inform future practice
* Uses existing assessment tasks within a unit
* Observes and assists with marking and recording
 |
| **5.2** | * Assists with marking and gives feedback under the guidance of the Mentor
* Creates and uses opportunities to give feedback to students on their learning e.g. response to answers, response to class work, response to homework
 |
| **5.4** | * Uses knowledge of student understanding and Mentor feedback from a lesson to inform subsequent lessons
* Collaborates with the Mentor to evaluate student learning and modifies subsequent lessons and/or units
* Knows the school processes for supporting learning
 |
| **5.5** | * Knows a range of reporting strategies such as formal and informal
* Knows how to interpret and use strategies
* Keeps accurate records
* Uses different methods of gathering evidence
* Knows the procedures for recording results
* Knows legislative requirements
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| **Standard 6 – Engage in professional learning** **[Professional Engagement]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not demonstrated1 – Demonstrated occasionally2 – Demonstrated regularly3 – Demonstrated consistently |
| **Focus areas** | **Level Achieved** |
| **6.1 Identify and plan professional learning needs** |  |
| **6.3 Engage with colleagues and improve practice** |  |
| ***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
* Considers how ICT can improve personal goals and professional practice
* Understands the Australian Professional Standards for Teachers (Graduate) and how to use them for setting improvement goals
 |
| **6.3** | * Discusses areas for improvement with Mentor
* Applies constructive feedback from Mentor to improve teaching practices
* Seeks feedback for improvement
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| **Standard 7 – Engage professionally with colleagues, parents/carers and the community [Professional Engagement]:** (0-3 to be placed in column to indicate level of achievement) | 0 – Not 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** |  |
| ***Mentor comments:*** |
| ***Nominated Supervisor’s comments (Optional):*** |
| **Professional Knowledge** | **Examples of evidence** |
| **7.1** | * Dresses, speaks and behaves in a professional manner
* Interacts with children, families and staff respectfully
* Familiar with the jurisdictional professional codes of conduct/ethics
 |
| **7.2** | * Seeks advice from Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers
 |
| **7.3** | * Records reflections about how the Mentor communicates and maintains relationships with families
* With the support of the Mentor, applies strategies to communicate and establish professional relationships with families
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**Final professional experience summary and comments**

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

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

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

Supervised Professional Experience 2 – EDU70012

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

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

**PART C: Professional Experience Support Plan**

This form is only required to be completed if the Pre-service Teacher receives a **CAUSE FOR CONCERN** result on the Interim Progress Report. Please contact the Professional Placement Team and complete the following Support Plan in consultation with the Pre-service Teacher. This is to be submitted to the Swinburne Online Professional Placement Team by the Mentor.

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

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

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

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