**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 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 – 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)   |  |  | | --- | --- | | **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 – 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 demonstrated  1 – Demonstrated occasionally  2 – Demonstrated regularly  3 – Demonstrated consistently |
| **Focus areas** | | **Level Achieved** |
| **1.1 Physical, social and intellectual development and characteristics of students** | |  |
| **1.2 Understand how students learn** | |  |
| **1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds** | |  |
| ***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 demonstrated  1 – Demonstrated occasionally  2 – Demonstrated regularly  3 – Demonstrated consistently |
| **Focus areas** | | **Level Achieved** |
| **2.1 Content and teaching strategies of the teaching area** | |  |
| **2.2 Content selection and organisation** | |  |
| **2.3 Curriculum, assessment and reporting** | |  |
| **2.5 Literacy and numeracy strategies** | |  |
| **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 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** | |  |
| ***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 (e.g. 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 demonstrated  1 – Demonstrated occasionally  2 – Demonstrated regularly  3 – 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 demonstrated  1 – Demonstrated occasionally  2 – Demonstrated regularly  3 – Demonstrated consistently |
| **Focus areas** | | **Level Achieved** |
| **5.1 Assess student learning** | |  |
| **5.2 Provide feedback to students on their learning** | |  |
| **5.4 Interpret student data** | |  |
| **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 demonstrated  1 – Demonstrated occasionally  2 – Demonstrated regularly  3 – 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 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** | |  |
| ***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 | |

**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 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** |  |