

USING THE PROFESSIONAL EXPERIENCE REPORT

To the mentor teacher:

This report is to document a shared understanding of a Preservice Teacher's (PST) progress during their professional experience.

The report should be written following a process of professional conversation structured around the three domains of the *Australian Professional Standards for Teachers: Professional Knowledge, Professional Practice and Professional Engagement* and the *Early Years Learning Framework for Early Childhood educators*. These conversations will include the Preservice Teacher and Mentor Teacher and may include other school/ECES and university staff.

The report has 3 purposes.

1. It is an educative document designed to assist pre-service teachers to improve their teaching practice;
2. It is an assessment document used by the University as part of unit requirements;
3. It is used for employment and accreditation purposes.

Formal assessment to be undertaken by the mentor teacher:

The report is to be completed twice during a professional experience placement

1. as an interim/formative mechanism which informs the final report (required for a placement over 10 days and/or if there are concerns about the PSTs performance)
2. as a summative (Final) report required for the Preservice Teacher to pass the aligned unit of study.

Review at Mid-Placement:

At the mid-point of the placement, supervising teachers are asked to engage with the PST in a collaborative review of progress to date with reference to the Graduate Standards and the Early Years Learning Framework as per the Professional Experience Report in order to identify demonstrated strengths and areas for further development during the placement. **Preservice Teachers are to attach the interim report copy to the canvas site of their current placement unit.**

Intervention and Support:

An Intervention and Support report is completed at any time there are concerns regarding the successful completion of the placement. This report is to be emailed by the Mentor Teacher or School Professional Experience Coordinator to peoffice@canberra.edu.au This initiates support and intervention from a UC School Support Team member.

Assessment at the Completion of the Placement:

Please grade the overall assessment of the placement as **Satisfactory** or **Unsatisfactory**.

In making judgements, please refer to the advice given in the *Guide to Preservice Teachers' Professional Practice* to ensure that evaluation is appropriate to the Preservice Teacher's level of development in the course.

The comments entered in these reports may be read by a range of stakeholders in the PST's learning journey, so they should be concise, focused and emphasise learning and development.

We anticipate that most schools will submit this report directly to UC via email. Please inform us if you wish to report by hardcopy. Please email completed report to peoffice@canberra.edu.au Careers UC Placement Team, University of Canberra **within 1 week of the placement completing.**

**THIS REPORT REMAINS THE PROPERTY OF THE UNIVERSITY OF CANBERRA.
PLEASE ENSURE A COMPLETED COPY IS PROVIDED TO THE PRE-SERVICE TEACHER.**

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Faculty of Education

ECE PROFESSIONAL EXPERIENCE REPORT



UNIVERSITY OF CANBERRA AUSTRALIA'S CAPITAL UNIVERSITY

PRESERVICE TEACHER:

STUDENT NUMBER:

ECE SETTING/SERVICE NAME:

MENTOR TEACHER:

AGE LEVEL:

LEVEL OF PLACEMENT: BEGINNING INTERMEDIATE FINAL

COURSE B Early Childhood B Early Childhood & Prim

ALIGNED UNIT OF STUDY

ECE - UG 11991 RECE 11995 ITLC 11996 PEYLF 10178 Phil & Ped 10179 STEM (Early Years) 10181 ACECE 12003 OLLEY 12005 EC TaP 12002 Num & Maths in ECE Other: (Unit number)

ECE/PRIMARY- UG 11991 RECE 10178 Phil & Ped 11995 ITLC 10179 STEM (Early Years) 11996 PEYLY 12034 BAT 9894 PAR 9918 TaP Other: (Unit number)

REPORT TYPE INTERIM (for placements over 10 days only) FINAL

INTERIM FEEDBACK SATISFACTORY PROGRESS IN NEED OF INTERVENTION AND SUPPORT UC CONTACTED ON (DATE)

FINAL REPORT RESULT SATISFACTORY UNSATISFACTORY

DAYS COMPLETED START DATE END DATE 5 DAYS 10 DAYS 15 DAYS 20 DAYS 30 DAYS OTHER (specify)

SIGNATURES (NAME AND SIGN)

PRESERVICE TEACHER NAME:

DATE:

PRESERVICE TEACHER SIGN:

MENTOR TEACHER NAME:

DATE:

MENTOR TEACHER SIGN:

SPEC NAME:

DATE:

SPEC SIGN:

SECTION 1 – PROFESSIONAL KNOWLEDGE

This section provides a place to document professional conversations based around the first domain of the Australian Professional Standards for Teachers, ‘Professional Knowledge’ with a focus on how it aligns with the Early Years Learning Framework. The Graduate standards are numbered beside the EYLF descriptions.

Please **place a tick** in the boxes against each descriptor that best reflects the preservice teacher at the graduate career stage:

NA – Not Applicable; WT – Working Towards; A – Achieving; WB – Working Beyond

If descriptors are deemed as Not Applicable (NA) for a particular focus area, a brief explanation is required as to why that element was not applicable for this teaching experience.

Knows children and how they learn	NA	WT	A	WB
Demonstrates knowledge and understanding of the physical, cognitive, language, social and emotional development of children (1.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge and understanding of cultural and linguistic backgrounds of children and how these factors may affect learning (1.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of theories of how children learn and plans learning activities accordingly (1.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies children’s current knowledge, ideas, culture and interests as the foundation of the program for children’s learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designs and implements a cycle of planning that reflects links between what is observed about children’s learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knows curriculum frameworks and how to use them	NA	WT	A	WB
Plans for learning and play are responsive to the learning strengths and needs of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of a variety of teaching pedagogies and strategies to facilitate, support and extend each child’s learning in both indoor and outdoor environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans for intentional and guides spontaneous learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans for learning and play that encourage children to be effective communicators in a variety of ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans for learning and play that support multi-lingual understandings and appreciation for a range of home languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of early literacy and numeracy strategies to support the developing abilities of each child (2.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 1 – PROFESSIONAL KNOWLEDGE
EVIDENCE OF DEVELOPMENT
FOCUS FOR FURTHER DEVELOPMENT
COMMENTS (including why some areas were not applicable)

SECTION 2 – PROFESSIONAL PRACTICE

This section provides a place to document professional conversations based around the second domain of the Australian Professional Standards for Teachers, 'Professional Practice' with a focus on how it aligns with the Early Years Learning Framework. The Graduate standards are numbered beside the EYLF descriptions.

Please **place a tick** in the boxes against each descriptor that best reflects the preservice teacher at the graduate career stage:

NA – Not Applicable; WT – Working Towards; A – Achieving; WB – Working Beyond

If descriptors are deemed as Not Applicable (NA) for a particular focus area, a brief explanation is required as to why that element was not applicable for this teaching experience.

Plan for and implement effective teaching and learning, with reference to the EYLF	NA	WT	A	WB
Designs and implements learning experiences that align with the principles, practices and outcomes of the EYLF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans for learning and play that demonstrate challenging but achievable goals for all children (3.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates learning environments (both indoor and outdoors) that provide a broad range of resources to enable children to make choices in learning and play (3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates learning environments that promote children's competence, confidence, independent exploration and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans for learning and play that supports emerging literacy and numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates learning experiences based on children's interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Create and maintain supportive and safe learning environments	NA	WT	A	WB
Demonstrates a variety of strategies to develop secure, respectful and reciprocal relationships with all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a range of communication strategies to engage children in care routines and transitions, and to maintain their interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans and practice demonstrate consideration of children's health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports children to: manage their own behaviour; respond appropriately to behaviour of others; and communicate effectively to resolve conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of the National Quality Framework (NQF), including National Quality Standard, laws and regulations, and the Early Years Learning Framework (EYLF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of the centre's policies and procedures, including Workplace Health and Safety and Child Protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assess, provide feedback and report on student learning, with reference to the EYLF	NA	WT	A	WB
Documents and assesses children's learning and development as part of the ongoing cycle of: Observe, Assess, Plan, Implement, Evaluate - making direct links to the learning outcomes of the EYLF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents children's learning and development in a variety of ways, including learning stories, reports, visual diaries, presentations and conversations, and links these to theories of learning and development (5.2, 5.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 2 – PROFESSIONAL PRACTICE

EVIDENCE OF DEVELOPMENT

FOCUS FOR FURTHER DEVELOPMENT

COMMENTS (including why some areas were not applicable)

SECTION 3 – PROFESSIONAL ENGAGEMENT

This section provides a place to document professional conversations based around the third domain of the Australian Professional Standards for Teachers, 'Professional Engagement' with a focus on how it aligns with the Early Years Learning Framework. The Graduate standards are numbered beside the EYLF descriptions.

Please **place a tick** in the boxes against each descriptor that best reflects the preservice teacher at the graduate career stage:

NA – Not Applicable; WT – Working Towards; A – Achieving; WB – Working Beyond

If descriptors are deemed as Not Applicable (NA) for a particular focus area, a brief explanation is required as to why that element was not applicable for this teaching experience.

Engage in professional learning, with reference to the EYLF	NA	WT	A	WB
Enacts the ECE setting/services early childhood philosophies and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages with current early childhood literature and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enacts the Early Childhood Australian Code of Ethics (7.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critically reflects to improve and refine teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Engage professionally with colleagues, parents /carers and community, with reference to the EYLF	NA	WT	A	WB
Accepts constructive feedback and acts upon it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works collaboratively and respectfully as a member of a team in an educational context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continually seeks ways to build professional knowledge through engagement with children, families, educators (7.3, 7.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 3 – PROFESSIONAL ENGAGEMENT
EVIDENCE OF DEVELOPMENT
FOCUS FOR FURTHER DEVELOPMENT
COMMENTS (including why some areas were not applicable)

Inherent Requirements

As well as addressing the 'Standards' during a placement, preservice teachers are also expected to address the UC Inherent Requirements for Education students. Below are examples of the requirements that particularly apply to placements.

SPECs and mentors may wish to refer to these in preparing their Placement report comments.

1. Communication Skills

Rationale

Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

Inherent requirements

A. Expressive

Expressive communication, in English, to a standard that allows articulate and comprehensible dialogue between two or more people, and written communication to a standard that allows clear, scholarly, and professional-level messages and text with language use and style appropriate to the audience.

B. Receptive

Internally formulate and assess conceptual meaning from verbal language and written messages and/or text, in English, using knowledge of language, background knowledge and critical thinking skills.

C. Non-verbal

Appropriate use of facial expressions, eye contact, gestures and body movement, and being mindful of space and time boundaries.

D. Interpersonal Communication Skills

Respectful communication with others, including the ability to listen, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

2. Behavioural Stability

Rationale

Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines, and ambiguously defined problems.

Inherent requirement

Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional standards. Persistence and personal resilience to facilitate the maintenance of wellbeing in stressful situations.

3. Knowledge Skills

Rationale

Knowledge skills are essential in acquisition and application of learning in both the academic and professional environment.

Inherent requirement

Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive and literacy skills, including focus, memory, and attention to detail.

MENTOR TEACHER – GENERAL COMMENTS

Empty rectangular box for Mentor Teacher General Comments.

PRESERVICE TEACHER – REFLECTIVE COMMENTS (MUST BE COMPLETED)

Empty rectangular box for Preservice Teacher Reflective Comments.

APPENDIX A:

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS - GRADUATE

PROFESSIONAL KNOWLEDGE

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	
Focus Area	Graduate
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2 Understands how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating 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	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	
Focus Area	Graduate
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.
2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
1.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

PROFESSIONAL PRACTICE

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	
Focus Area	Graduate
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2 Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3 Use teaching strategies	Include a range of teaching strategies.
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	
Focus Area	Graduate
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3 Manage challenging behaviour	Demonstrate knowledge or practical approaches to manage challenging behavior.
4.4 Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5 Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	
Focus Area	Graduate
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2 Provide feedback to students on their own learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
5.3 Make consistent and comparable judgments	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5 Report on student achievement	Demonstrate an understanding of the range of strategies for reporting to students and parents/carers and the purpose of keeping records of student achievement.

PROFESSIONAL ENGAGEMENT

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	
Focus Area	Graduate
6.1 Identify and plan professional learning needs	Demonstrate understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENT/CARERS AND THE COMMUNITY	
Focus Area	Graduate
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4 Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.