Professional Experience – Pre-service Teacher Information

EDU60015 Supervised Professional Experience 1

> **Required days:** 20 days full time. Any missed days must be made up.
> **Required setting:** Lower or upper primary setting (Years F-6)

Overview:

This is the *first* Professional Experience Unit of the Graduate Diploma of Teaching (Primary) and Master of Teaching (Primary). You are required to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for your professional experience in schools, you are required to engage with unit materials that prepare you for professional experience in a primary school setting, with a particular focus on introducing you to the primary curriculum, teaching strategies and planning. Whilst on professional experience, you are expected to involve yourself in the life of the school and reflect on your practice and performance in consultation with your Mentor and your Swinburne Online eLearning Advisor (eLA). At the discretion of your Mentor, you will be introduced to teaching through individual and small group work progressing to planning and teaching whole class lessons.

The expectations for the Pre-service Teacher:

- Familiarise yourself with all of the unit assessment tasks related to your professional experience and prepare for these prior to commencing your professional experience.
- Familiarise yourself with the Swinburne Online Professional Experience Handbook.
- Discuss the professional experience requirements with your Mentor.
- Collect and familiarise yourself with your school's policies and procedures.
- Understand and uphold the expectations for professional conduct (e.g. being punctual, dressing appropriately etc.).
- Establish and maintain professional relationships with students, staff and families.
- Involve yourself in all aspects of the school life when appropriate (e.g. extra-curricular activities, staff meetings, level meetings, yard duty etc.).
- Demonstrate initiative by asking for opportunities to assist where possible.
- Accurately document and organise all observations, planning and reflections.
- Maintain an accurate attendance diary.
- Use the Swinburne Online lesson planning template provided for all lesson planning and negotiate how/when your Mentor would like to receive and provide feedback on these (unless the school has a specific template for you to use).
- Initiate and engage in professional discussions with your Mentor about the relationship between curriculum and planning.
- With the support and guidance of your Mentor, embed a range of classroom management and teaching strategies within your practice.
- Be open and willing to receive feedback constructively.
- Take the lead in establishing learning goals for yourself throughout the professional experience.
- Notify your Mentor/school and the Professional Placements Team in the event of an absence and make up any missed days. Any missed days need to be made up in consultation with the mentor teacher and in accordance with the missed days policy outlined in the Professional Experience Handbook.

The reporting responsibility of the Pre-service Teacher:

- Remind your Mentor to complete and submit the Interim Progress Report at the midway point of your professional experience (**day 10**)
- Obtain a copy of the Professional Experience Final Report from your Mentor for your own records.

Weekly Expectations:

Throughout this professional experience, you are expected to undertake the specific teaching expectations outlined below as a minimum requirement. Any additional teaching opportunities will be at the discretion of your Mentor Teacher and in negotiation with you.

Week	Pre-service Teacher expectations	Mentor expectations
Day 1 only	- Establish a professional relationship with your Mentor, students, staff and families - Familiarise yourself with the setting, including: expectations, timetables and policies - Liaise with Mentor for planning and practicum goal setting - Observe classes	- Welcome student - Introduce Pre-service Teacher to children, families and staff - Discuss practicum expectations with PST and establish practicum goals - Discuss planning and preparation for week 1
1	- Continue to establish professional relationships with your Mentor, students, staff and families - Observe classes and record observations - Scaffold learning with individual children - Support small group work - Support the teaching of whole class lessons - Assist with daily routines and support teaching and learning - Observe and record the teaching and management strategies used by your Mentor - Ask for feedback from your Mentor - Identify and record the individual needs of the students - Establish a neat and organised professional experience folder - Observe and discuss with Mentor, how the English and Mathematics programs are structured, planned and assessed	- Provide strategies for documenting observations - Provide prompts to encourage reflective practices - Discuss strategies to assist the Pre-service Teacher in establishing relationships with students and families - Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning - Share current and prior planning documents, including assessment and reporting procedures - Discuss individual children's development, interests, needs and relevant background information - Discuss strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class) - Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of whole class lessons - Support and guide the planning and development of lessons; help to interpret observations, share knowledge, question PST's intentions and discuss ideas - Provide ongoing feedback on PST's written observations - Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week

2	• Continue to develop professional relationships with your Mentor, students, staff and families • Continue to observe classes and record observations • Continue to teach individual children and small groups • Teach approximately three whole class lessons • Trial a range of management strategies, as modelled by Mentor • Observe and assist with marking • Provide feedback to students • Actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson planning and communication with students, staff and families	• Provide feedback on verbal and non-verbal communication • Provide feedback on PST's documentation • Support and guide the planning and development of lesson plans; help to interpret observations, share knowledge, question PST's intentions and discuss ideas • Provide opportunities for the PST to take increased responsibility for lessons (approximately **three** whole class lessons) • Encourage the PST's involvement in all aspects of the school life when appropriate (e.g. staff/ level meetings, yard duty etc.) • Provide prompts to encourage reflective practice • **Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks** • **Schedule a meeting with the PST to complete the Interim Progress Report at the end of this week** • **Complete a Support Plan if required**
3 & 4	• Develop and maintain professional relationships with your Mentor, students, staff and families • Continue to observe classes and record observations • Continue to teach individual children and small groups • Plan and teach whole class lessons for a minimum **0.4** of a full time load (including English and Mathematics) • Implement proactive management strategies • Continue to actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Seek constructive feedback on all aspects of teaching • Reflect on and evaluate your professional experience and set goals for future development • Record reflections about professional strengths and challenges • **Participate in the final assessment on the last day** • **Negotiate and schedule any missed days**	• Provide ongoing feedback on lesson plans and effectiveness of teaching • Provide opportunities for the PST to take increased teaching responsibility (a minimum **0.4** of a full time load) in a range of Key Learning Areas (where possible) • Ongoing discussion and support with classroom management • Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice • **Complete the Final Report on the last day. A copy is to be made for the setting, the Pre-service Teacher and one to be sent to the Professional Placements Team** • **Provide constructive feedback on all aspects of teaching and set goals for future development** • **Schedule any missed days**

Professional Experience - Mentor Information

EDU60015 Supervised Professional Experience 1

> **Required days:** 20 days full time. Any missed days must be made up.
> **Required setting:** Lower or upper primary setting (Years F-6)

Overview:

This is the *first* Professional Experience Unit of the Graduate Diploma of Teaching (Primary) and Master of Teaching (Primary). Pre-service Teachers are to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for their professional experience in schools, Pre-service Teachers will engage with unit materials that prepare them for the professional experience in a primary school setting, with a particular focus on introducing you to the primary curriculum, teaching strategies and planning. Whilst on professional experience, Pre-service Teachers are expected to involve themselves in the life of the school and reflect on their practice and performance in discussion with their Mentor and their Swinburne Online eLearning Advisor (online tutor, also known as eLA). Pre-service Teachers will be introduced to the teaching of individual children or small groups, progressing to the planning and teaching of whole class lessons.

The role of the Mentor in the professional setting is crucial to both the University and the Pre-service Teacher in facilitating and supporting professional experience, and we acknowledge and appreciate the significant time that is devoted to this task. In an effort to ensure that this experience is rewarding for all parties, we hope that the information contained in this document, clarifies and assists in defining the role.

The expectations from the Mentor:

- Familiarise yourself with the Swinburne Online Professional Experience Handbook and website.
- Discuss the professional experience requirements with the Pre-service Teacher and provide a school induction.
- Communicate school policies and procedures.
- Share expectations for professional conduct.
- Encourage the Pre-service Teacher's involvement in all aspects of the school life when appropriate (e.g. staff/ level meetings, yard duty etc.).
- Guide the Pre-service Teacher in establishing and maintaining professional relationships with students, staff and families.
- Encourage increasing responsibility for teaching as the professional experience progresses.
- Provide the Pre-service Teacher with support and guidance with all aspects of planning.
- Negotiate planning time with the Pre-service Teacher (e.g. specialist timetable or after school hours).
- Share your planning and assessment.
- Model and explain techniques and strategies for teaching.
- Share and discuss classroom management strategies.
- Observe the Pre-service Teacher teaching, and provide ongoing, honest and constructive feedback.
- Schedule regular meetings to discuss planning and progress.
- Schedule a midway progress meeting with the Pre-service Teacher to complete interim report.

The reporting responsibility of the mentor:

We acknowledge the challenge and responsibility that comes with assessing Pre-service teachers. While we may not physically visit the school, support is available through the Swinburne Online website and the Professional Placement Team. We place great faith in your professional judgement and request an honest validation of the Pre-service Teacher's progress and final assessment. If you feel that an unsatisfactory result is warranted, your decision will be supported and appreciated by the University.

- Discuss the Pre-service Teacher's progress midway through the professional experience (**day 10**). If a Pre-service Teacher is making **unsatisfactory** progress, the Mentor is required to contact the Professional Placement Team immediately and if requested by the team, complete the Professional Experience Support Plan in collaboration with the Nominated Supervisor. This is to be submitted to the Swinburne Online Professional Placement Team by the Mentor.

- Please complete and submit the final report form, **immediately** after the final placement day. For a detailed explanation of the assessment and reporting process, please refer to the Professional Experience Handbook. The Mentor is required to sign off on the number of completed days. Any missed days need to be made up in consultation with the Mentor and the missed days policy outlined in the Professional Experience Handbook.

Weekly Expectations:

Throughout this professional experience, Pre-service Teachers are expected to undertake the specific teaching roles that are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Mentor Teacher and in negotiation with the Pre-service Teacher. Students are expected to liaise with the Mentor Teacher to arrange to visit the school, prior to commencing teaching duties to familiarise themselves with the school, to discuss expectations and to plan for week 1.

Week	Mentor expectations	Pre-service Teacher expectations
Day 1 only	- Welcome student - Introduce Pre-service Teacher to children, families and staff - Discuss practicum expectations with PST and establish practicum goals - Discuss planning and preparation for week 1	- Establish a professional relationship with Mentor, students, staff and families - Familiarise yourself with the setting, including: expectations, timetables and policies - Liaise with Mentor for planning and practicum goal setting - Observe classes
1	- Provide strategies for documenting observations - Provide prompts to encourage reflective practices - Discuss strategies to assist the Pre-service Teacher in establishing relationships with students and families - Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning - Share current and prior planning documents, including assessment and reporting procedures - Discuss individual children's development, interests, needs and relevant background information - Discuss strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class) - Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of whole class lessons - Support and guide the planning and development of lessons; help to interpret observations, share knowledge, question PST's intentions and discuss ideas - Provide ongoing feedback on PST's written observations	- Continue to establish professional relationships with Mentor, students, staff and families - Observe classes and record observations - Scaffold learning with individual children. - Support small group work - Support the teaching of whole class lessons - Ask for feedback from Mentor - Assist with daily routines and support teaching and learning - Observe and record the teaching and management strategies used by your Mentor - Identify and record the individual needs of the students - Establish a neat and organised professional experience folder - Observe and discuss with Mentor, how the English and Mathematics programs are structured, planned and assessed

	• Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week	
2	• Provide feedback on verbal and non-verbal communication • Provide feedback on PST's documentation • Support and guide the planning and development of lesson plans; help to interpret observations, share knowledge, question PST's intentions and discuss ideas • Provide opportunities for the PST to take increased responsibility for lessons (approximately **three** whole class lessons) • Encourage the PSTs involvement in all aspects of the school life when appropriate (e.g. staff/ level meetings, yard duty etc.) • Provide prompts to encourage reflective practice. • **Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report at the end of this week** • **Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks** • **Complete a Support Plan if required**	• Continue to develop professional relationships with your Mentor, students, staff and families • Continue to observe classes and record observations • Continue to teach individual children and small groups • Teach approximately **three** whole class lessons • Trial a range of management strategies, as modelled by Mentor • Observe and assist with marking • Provide feedback to students • Actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your lesson planning and communication with students, staff and families
3 & 4	• Provide ongoing feedback on lesson plans and effectiveness of teaching • Provide opportunities for the Pre-service Teacher to take increased teaching responsibility (a minimum **0.4** of a full time load) in a range of Key Learning Areas (where possible) • Ongoing discussion and support with classroom management • Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice • **Complete the Final Report on the last day. A copy is to be made for the setting, the Pre-service Teacher and one to be sent to the Professional Placements Team** • **Provide constructive feedback on all aspects of teaching and set goals for future development** • **Schedule any missed days**	• Develop and maintain professional relationships with your Mentor, students, staff and families • Continue to observe classes and record observations • Continue to teach individual children and small groups • Plan and teach whole class lessons for a minimum **0.4** of a full time load (including English and Mathematics) • Implement proactive management strategies • Continue to actively participate in all aspects of the school life including extra curricula activities, professional development etc. • Seek constructive feedback on all aspects of teaching • Reflect on and evaluate your professional experience and set goals for future development • Record reflections about professional strengths and challenges • **Participate in the final assessment on the last day** • **Negotiate and schedule any missed days**

Should you have any queries and/or concerns at any time throughout the practicum, please contact the Pre-service Teacher's eLearning Advisor directly. The Pre-service Teacher can provide contact details if required.

Professional Experience Report

Supervised Professional Experience 1 - EDU60015

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 EDU60015 is the first 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 and complete the Professional Experience Support Plan. This is to be submitted to the eLearning Advisor 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 directly. The Pre-service Teacher can provide contact details if required.

PART A: INTERIM REPORT – EDU60015

Interim Report – Assessing Pre-service Teacher's progress against each Domain of Teaching

The Australian Professional Standards for Teachers are grouped into three broad Domains – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7). At the Interim Report stage, Pre-Service Teachers will be assessed as follows:

- **SP Satisfactory Progress** the student is making satisfactory progress towards this Domain at the level indicated.

- **WT Working Towards** the student is working towards satisfactory progress towards this Domain at the level indicated, or has not yet had a suitable opportunity to demonstrate competence in this Domain. In either case, this Domain may require attention in the second half of the placement (but no additional documentation is required).

- **CC Cause for Concern** the student is not making satisfactory progress towards this Domain at the level indicated. This Domain will require focused attention in the second half of the placement and a Support Plan must be submitted along with the Interim Report.

Pre-service Teacher:	**Student number:**
Number of days completed in this phase: *Please note: Missed days should be made up in negotiation with the mentor.*	**Missed days:** **Days made up:**
Mentor:	**Principal/Director:**
Nominated Supervisor:	**Year level/Age group:**

Based on the level achieved in the first phase of this placement, the Pre-Service Teacher is assessed at the following level of achievement (Please tick the appropriate box)

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

*IMPORTANT: **If one or more CC results are indicated against the Domains of Teaching above, submission of this Interim Report must be accompanied by a completed Professional Experience Support Plan.**

When completing the above assessment of interim progress, please make a judgement based on the Pre-Service Teacher's achievement to date against the practical interpretations of each standard, situated in the shaded area underneath each.

Comments (Optional): Mentor Teacher

Signatures
Mentor:
Pre-service Teacher:
Nominated Supervisor:
Date:

PART B: FINAL REPORT – EDU60015

Final Report - Level Achieved against each of the Australian Professional Standards for Teachers (Graduate)

For each of the standards, Pre-service Teachers will be assessed as:

- **0 Not demonstrated** the student has not demonstrated the professional standard at a relevant level. **If a Pre-service Teacher is awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.**

- **1 Demonstrated occasionally** the student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Pre-service Teachers enrolled in EDU10001**,** EDU20006 and **EDU60015** may mostly reflect this level in their Interim and final assessments.

- **2 Demonstrated regularly** the student has demonstrated the professional standard regularly during their professional experience. It is accepted that Pre-service Teachers enrolled in EDU30003, EDU30015 and EDU70012 may mostly reflect this level in their Interim and final assessments.

- **3 Demonstrated consistently** the student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Pre-service Teachers enrolled in EDU40005, EDU40006, EDU40012 and EDU80015 may mostly reflect this level in their Interim and final assessments.

Standard 1- Know the students and how they learn **[Professional Knowledge Domain]:** (0-3 to be placed in column to indicate level of achievement)	0 – Not 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	
Mentor comments:	
Nominated Supervisor (Optional if required)	

Professional Knowledge	Examples of evidence
1.1	• Written observations, guided by the Mentor, demonstrate an understanding of the physical, social and intellectual development & characteristics of students • Identifies that all students learn in different ways. This is shown through their planning of a range of activities • Follows the modelling of the Mentor in catering for difference
1.2	• Identifies that all students learn in different ways. This is shown through their planning of a range of activities and consciousness of attention spans • With Mentor guidance, observes individual students' needs in a targeted learning area. Evidence would be in written observations • With the guidance of the Mentor, plans and delivers lessons that demonstrate an understanding of the variety of ways students learn • Sets expectations for what the students will learn during the lesson • Reflects on how students are learning

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	

Mentor comments:

Nominated Supervisor (Optional if required)

Professional Knowledge	Examples of evidence
2.1	• Identifies different strategies for teaching • Implements strategies developed and/or modelled by Mentor • Understands the importance of the association between content and strategy • Uses accurate language/terms/definitions and written resources • Content knowledge is evident in planning • Uses resources provided by the Mentor and shows initiative in sourcing additional resources • Responds to Mentor feedback and adjusts planning
2.2	• Implements a plan as modelled/developed by the Mentor • Identifies the importance of sequencing in planning and delivery by outlining the lesson purpose and structure, and uses a clear introduction and conclusion • Develops strategies/approaches for assessing student understanding during lessons • Identifies the context of content within a unit • Identifies and focuses on the key content • With the guidance of the Mentor, reflects upon and adjusts lesson plans • Begins to develop well-structured lesson plans by the end of the practicum
2.3	• Demonstrates knowledge of the relevant curriculum documents • Observes assessment and moderation • Willing to reflect on teaching practice and respond to feedback to influence future planning and teaching • Uses evaluation techniques/assessment items to gain relevant feedback on student learning (informal or formal) • Provides feedback in some form, as modelled by the Mentor
2.5	• Awareness of the curriculum documents and policies within the school • Awareness of importance of, and ability in, teaching/modelling of English language conventions • Awareness of importance of, and ability in, teaching/modelling of appropriate numerical conventions • Explicitly teaches the language of a content discipline

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**
3.3 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
3.3	• Beginning to plan and use a range of strategies where appropriate - whole group, small group, individual • Demonstrates an ability to reflect upon a lesson and change/adapt strategies in the next lesson in response to student performance/understanding/engagement and Mentor feedback • Refers to evidenced based strategies such as those highlighted in the High Impact Teaching Strategies (HITS)
3.4	• Seeks advice on the use of most appropriate resources • Locates and collects resources developed by the school for specific learning programs/units • Uses ready-made resources • Beginning to source and develop own resources (where appropriate) • Uses appropriate Internet resources • Uses appropriate conventions regarding academic honesty/referencing, acknowledging of sources. • Uses ICT to engage students
3.5	• Shows an ability to relate to and work with students e.g. attempts to learn names, converses with individuals, listens, smiles • Moves effectively within a learning space • Body language is open, encouraging and 'safe' • Uses appropriate: - Volume - Pitch - Tone - Language - Forms of address - Grammatical conventions - Body language, eye contact, gestures (hands-up) • Provides feedback to students • Gives clear instructions so students know what to do

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	
4.4 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	• Seeks advice in relation to time frames for activities • Stands before a class and gives directions/instructions for brief periods • Writes up lesson agendas • Has simple routines for entering the room, distributing and using equipment, and transitions
4.4	• Gains knowledge of school policies • Discusses potential risks with Mentor • Responds to potentially unsafe situations • Documents what strategies/policies and legislation are relevant to school/student/teachers • Demonstrates independent reflective practices/capacity which they can translate to future actions
4.5	• Follows school protocol in relation to ICT use • Displays 'common sense' in relation to appropriate resources • Demonstrates a broad range of issues/strategies for safe/ethical/responsible ICT use, within planning (e.g. inappropriate site/content/language etc.) • Knows where and how to access/copy • Knows and relates to school rules and policies with regards to ICT use • Follows the modelling and program of the Mentor

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	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
5.1	• Asks to see assessment items/strategies and the processes used by the Mentor/school and seeks these things out • Acknowledges that assessment is driven by work programs/curriculum documents etc. • Through discussion with Mentor, demonstrates differentiation between informal/formal/summative/formative assessments etc. • Uses formal and informal strategies in the single lesson • Observes marking
5.2	• Demonstrates an understanding of the place of feedback within the teaching process • Observes the Mentor and records a range of feedback strategies • Uses opportunities to give feedback to students on their learning e.g. response to answers, response to class tasks
5.4	• Acknowledges that previous student work/responses/outcomes can be used to reflect and plan future curriculum/assessment development • Observes and understands the process used by a year level/school etc.

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**
6.3 Engage with colleagues and improve practice	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
6.3	• Discusses with Mentor, areas for improvement • Applies constructive feedback from Mentors to improve teaching practices • Seeks feedback for improvement

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	
7.3 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 school and jurisdictional documentation on ethics and conduct
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. E.g. greets and farewells parents by name on arrival and introduces self as a Pre-service Teacher when appropriate

PART B: FINAL REPORT – EDU60015
Summary and Comments

This section has been provided to record an accurate summary of the professional experience by all participants.
It can also be a space to reflect on strengths and create goals for future improvement.

Mentor comments:

Pre-Service Teacher comments:

Nominated Supervisor comments (Optional):

PART B: FINAL REPORT – EDU60015
Overall Result

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:**
Mentor:	**Principal/Director:**	
Nominated Supervisor	**Year level/age group:**	

Overall Performance

- **Satisfactory**. A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. <u>The Pre-service Teacher has not received a 0 for any of the assessed Standards.</u>

- **Unsatisfactory**. A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. <u>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.</u>

- **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 <u>final</u> 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 and complete the following Support Plan in consultation with the Pre-service Teacher. This is to be submitted to the eLearning Advisor by the Mentor.

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

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