Professional Experience: EDU70015/EDU70017 Professional Experience 1
Important information for Mentors and Pre-service Teachers

> **Required days:** 20 days. Any missed days must be made up.
> **Required setting:** Secondary School – Year 7-12

Overview

This is the *first* Professional Experience Unit of the Master of Teaching (Secondary). Pre-Service Teachers complete 20 days of supervised Professional Experience on a full-time basis. In preparation for their Professional Experience in schools, Pre-Service Teachers will engage with unit materials which prepare them for the placement in a secondary school setting, with focus on observation of classes in both of the Pre-Service Teacher's curriculum areas as well as other school subjects. Whilst on Professional Experience, Pre-Service Teachers are expected to be involved in the life of the school and reflect on their practice and performance in discussion with their Mentor and their Swinburne University tutor. Pre-Service Teachers will be encouraged to deliver short segments of lessons, building towards entire lessons over the placement. To satisfactorily complete this practicum, the Pre-service Teacher is required to meet ALL of the Australian Professional Standards for Teachers (APST) at Graduate stage. 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.

IT IS THE RESPONSIBILITY OF THE MENTOR AND PST TO FULFILL THE PLACEMENT EXPECTATIONS OUTLINED BELOW:

Preparation / prior to placement:
- Communicate prior to the commencement of placement
- Discuss arrival time and dates

Prepare to discuss expectations:
- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the AITSL standards assessed in the Professional Experience Report.
- PSTs develop and maintain a neat and organised professional experience folder
- PSTs prepare and maintain an accurate attendance diary (PSTs are to complete a minimum of 7.5 hours per day excluding breaks).

Arrange a plan for week 1 including:
- Complete a school induction
- PSTs to familiarise themselves with the school's policies and procedures.
- Mentor and PST to review all unit assessment tasks and Professional Experience Report prior to commencing professional experience

At all times:
- 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.
- Actively participate 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.
- Assist with daily routines and support teaching and learning of individual students and small groups

Teaching practice:
PST expected to:
- Accurately document and organise all observations, planning and reflections.
- Use the Swinburne University lesson planning template (unless the school has a specific template for you to use) provided for all lesson planning and negotiate a time for your mentor to review and provide feedback.
- Establish clear learning goals throughout the professional experience.
- Observe modelling and explanation of techniques and strategies for teaching.
- Increase responsibility for teaching as the professional experience progresses
- Initiate and engage in professional discussions with the Mentor about the interconnected relationship between curriculum, planning and assessment.
- Collaborate with mentor teacher on planning and assessment.
- Discuss classroom management and teaching strategies with their mentor, and trial and embed these throughout your placement.
- Reflect on their practice and ask the mentor for feedback about all aspects of their teaching practice and be open and willing to receive feedback constructively.
- Provide feedback to students
- Where possible, seek out opportunities for professional development
- Use a variety of strategies to cater for individual student needs
- Obtain a copy of the Interim Report, Final Report and Attendance diary for your records

Mentor is expected to:
- Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice
- Provide prompts to encourage reflective practice
- Negotiate planning time (e.g. specialist timetable or after school hours).
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Observe and assist with marking
- Assess, evaluate and record student learning

Supportive resources

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

TEACHING EXPECTATIONS

Throughout this practicum, PSTs are expected to undertake the specific teaching tasks which 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. As the PST progresses through the placement, they are expected to develop and build on the expectations in outlined in prior days.

Days	Mentor Expectations	PST expectations
Day 1 - 5	▪ Introduce Pre-Service Teacher (PST) to students, families and staff ▪ Discuss strategies to assist the PST in establishing relationships with students and families ▪ Discuss practicum expectations and requirements relating to confidentiality and the use of photographs ▪ Establish practicum goals with PST ▪ 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 students' development, interests, needs and relevant background information ▪ Allocate classes that Pre-Service Teachers will teach (independent/team teaching) and introduce the Pre-Service Teacher to classes. ▪ Facilitate observations for candidates (approximately 2 lessons per day based on 50 min lessons).	▪ Ensure Working with Children Check cards and Emergency contact envelopes are presented to staff at the school. ▪ Participate in induction and orientation sessions; ask questions to show your engagement and interest in the wider school community. ▪ Meet with Mentor teacher/s and collect texts and relevant resources and familiarise yourself with them. ▪ Commence observations of allocated classes. This may include following one group for an entire school day. ▪ Participate in and record daily teaching tasks. ▪ Keep detailed observation records. ▪ Negotiate specified meeting time with Mentor to discuss planning for classes and progress.
Day 6 -10	▪ Facilitate classroom observations for candidates (minimum 2 lessons per day - based on 50 min lessons). **Teaching responsibilities should equate to approximately 0.4 of a full-time load** ▪ Schedule a meeting with the PST to complete and Interim Progress Report at the end of 10 days of placement. ▪ If PST is making **UNSATISFACTORY** progress please contact the Professional Experience Office immediately ▪ Guide the Pre-Service Teacher's observations by asking them to describe specific teaching and management strategies i.e. use of language, beginning and concluding lessons, packing up of equipment at the end of lessons. ▪ Encourage Pre-Service Teacher to commence teaching approx. 1 lesson per day (building up to 2 lessons per day by Day 20) - based on 50 min lessons.	▪ Observe at least 2 lessons per day across subject areas and year levels and complete observation forms. ▪ Remind Mentor to complete the Interim Report on Day 10 of the placement. ▪ During observations describe specific teaching and management strategies i.e. use of language, beginning lessons and packing up of equipment at the end of lessons. ▪ Commence teaching at least 1 lesson per day (building up to 2 lessons per day by Day 20) based on 50 min lessons. Please note: Lesson plan to be provided to Mentor at least 24 hours prior to class. ▪ Attend at least one meeting per week/cycle (Faculty, year level, whole staff).
11-20	▪ **Negotiate and schedule any missed days** ▪ **Provide constructive feedback on all aspects of teaching and set goals for future development.** ▪ **In collaboration with the PST complete and submit the Final Assessment on the last day of placement (Day 20).**	▪ Seek constructive feedback on all aspects of teaching and set goals for future development ▪ Evaluate your second professional experience ▪ **Negotiate and schedule any missed days** ▪ **Schedule a meeting with the mentor to complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the interim and final reports for your personal records.**

UNIT ASSESSMENT REQUIREMENTS:

Throughout the professional experience placement, the Pre-Service Teacher will be expected to work towards the following assessment tasks:

▪ Lesson plans, including comments by the Mentor and Pre-Service Teacher.
▪ Reflective practice assignment, recording and evaluating the practicum experience.

Note: As a Mentor your feedback on teaching performance, written plans and reflective practice is important however you are not required, nor expected, to 'mark' written work.

REPORTING RESPONSIBILITIES OF THE MENTOR:

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the school, support is available to mentors through your PSTs online tutor and the Placements Support Team. We place great faith in the professional judgement of mentors and request an honest appraisal of the PSTs progress and final assessment. If a mentor feels that an unsatisfactory result is warranted, their decision will be supported by the University.

▪ **Day 10:** Discuss the Pre-Service Teacher's progress mid-way through the practicum. In collaboration with the PST the mentor must complete and submit the Interim Report form. If a Pre-Service Teacher is making **unsatisfactory** progress, the Mentor must also complete the Professional Experience Support Plan. If a student is marked as unsatisfactory progress, you will be contacted by your student's online tutor.
▪ **Day 20 (Final Day):** In collaboration with the PST, the mentor must complete and submit the Final Report form. The Mentor is required to provide an honest assessment of the PST's performance, and sign off on the number of completed days.

*Note: Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the mentor, the reports **MUST** be emailed by the mentor to your PST's eLearning Advisor. Reports submitted by the PST will not be accepted.*

Assessing Professional Practice

We place great faith in the Mentor and the Nominated Supervisor's professional judgement and request an honest assessment 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.

EDU70015/EDU70017 Practicum 1 is the first practicum in the Master of Teaching (Secondary). In order to satisfactorily complete this practicum, the Pre-Service Teacher is required to meet the Australian Professional Standards for Teachers (Graduate) outlined in this report. To assist you in assessing the Pre-Service Teacher, practical interpretations of each standard are situated in the shaded area on each page.

The reporting responsibility of the Mentor:

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the school, support is available to mentors through your PSTs online tutor and the Placements Support Team. We place great faith in the professional judgement of mentors and request an honest appraisal of the PSTs progress and final assessment. If a mentor feels that an unsatisfactory result is warranted, their decision will be supported by the University.

- **Day 10:** Discuss the Pre-Service Teacher's progress mid-way through the practicum. In collaboration with the PST the mentor must complete and submit the Interim Report form. If a Pre-Service Teacher is making **unsatisfactory** progress, the Mentor must also complete the Professional Experience Support Plan. If a student is marked as unsatisfactory progress, you will be contacted by your student's online tutor

- **Day 20 (Final Day):** In collaboration with the PST, the mentor must complete and submit the Final Report form. The Mentor is required to provide an honest assessment of the PST's performance, and sign off on the number of completed days.

• *Note: Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the mentor, the reports MUST be emailed by the mentor to your PSTs online tutor. Reports submitted by the PST will not be accepted.*

The reporting responsibility of the Pre-service Teacher is:

- 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.
- 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 Preservice Teacher's eLearning Advisor directly. The Pre-service Teacher can provide contact details if required.

PART A: INTERIM REPORT – EDU70015/EDU70017

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:**	
School:		**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:

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 EDU70015 and **EDU70017** 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 EDU80020 and EDU80051 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 EDU80021 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 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	
Mentor comments 	
Nominated Supervisor (Optional if required) 	

Professional Knowledge	Examples of evidence
1.1	- Demonstrates understanding through written observations - Identifies that all students learn in different ways. This is shown through the planning of a range and variety of activities - Recognises students' individual needs. - Anticipates where adjustments are necessary for individual students' needs and plans and implements these adjustments e.g. extension activities, extra support - Makes effective links between their previous and current lessons and students' understandings

1.2	• Identifies that all students learn in different ways. This is shown through their planning and reflection • Identifies individual students' needs in a targeted learning area. Evidence would be in written targeted observations • Sets clear expectations for what the students will learn during the lesson • Demonstrates a good understanding of different learning styles in planning • Scaffolding and signposting is evident in teaching and learning. • Responds to learner needs and attempts to involve all students. Adjusts teaching. • Identifies the teaching strategies used to cater for ESL students and students with special needs in written observations and transfers these into lessons

Standard 2- **Know the content and how to teach it**	0 – Not demonstrated
[Professional Knowledge Domain]:	1 – Demonstrated occasionally
(0-3 to be placed in column to indicate level of achievement)	2 – Demonstrated regularly
	3 – Demonstrated consistently

Focus areas	**Level Achieved**
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	
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	

Mentor comments

Nominated Supervisor (Optional if required)

Professional Knowledge	**Examples of evidence**
2.1	• Uses and unpacks content specific language, metalanguage • Demonstrates accuracy with content/concepts • Responds to content specific questions from students • Uses a range of observable pedagogies to promote understanding of concepts/content e.g. recognition of prior learning, structuring of key points, uses examples/real world applications to apply to content/concepts, demonstrates knowledge of the concept of procedure • Has a good knowledge of teaching strategies and uses a variety of them to engage students and deliver the content effectively • Reflects on the link between teaching strategies and student understanding of concepts and makes adjustments throughout the teaching process
2.2	• Develops well-structured lesson plans within the wider curriculum context • Uses strategies to structure and sequence the learning e.g. starting with intention, linking to prior learning, using steps, using examples, questioning and giving feedback • Relates the learning to students' lives

	•	Uses strategies to engage students in the content and reflects upon the effectiveness of these
2.3	•	Provides input into the design of assessment tasks and criteria/rubrics for assessment
	•	Contributes to marking and moderating assessment tasks
	•	Provides feedback to students
	•	Willingly attends parent teacher meetings (where applicable)
	•	Willingly reflects on teaching practice and responds to feedback to influence future teaching
	•	Collects evidence from students of their understanding of concepts in informal and/or formal ways and feedback is provided
	•	Demonstrates effective record keeping
	•	Designs formative assessment items in lesson planning
	•	Changes their approach to instruction, level of content, or pedagogy in response to collected data over the course of a practicum to meet the needs of students
	•	Reflects on the appropriateness/level of challenge of materials and approaches
	•	Designs tasks in order to lead to assessment (linking to assessment tasks)
2.5	•	Demonstrates awareness of the curriculum documents and policies within the school
	•	Teaches/models grammatical and English language conventions
	•	Teaches/models appropriate numerical conventions
	•	Explicitly teaches the language of a content discipline
	•	Plans and teaches activities that improve the language, literacy and numeracy of students
	•	Uses teaching moments to extend the language, literacy and numeracy skills of class and individuals

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 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.	
3.4 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	
Mentor comments	
Nominated Supervisor's comments (Optional):	

Professional Knowledge	**Examples of evidence**
3.3	• Plans and implements lesson activities that encourage critical thinking, creativity and problem solving • Uses a range of strategies including; Whole group, small groups, whiteboard, Smartboard, ICT, peer teaching, multiple intelligences

	• Demonstrates ability in: • Explanation of concepts • Industry Based Learning • Inductive learning • Group work/collaborative • discussion management • Questioning skills • ICT + Web 2.0 • Graphic organisers • Kinesthetic approaches • Relates strategies appropriately to coherent pedagogies • Demonstrates diversity of approaches across a sequence of lessons • Demonstrates the ability to change/adapt strategies within a lesson in response to student performance/understanding/engagement • Uses effective questioning techniques that maximise participation and encourage higher level thinking
3.4	• Locates and collects resources developed by the school for specific learning programs/units • Uses ready-made resources and creates own resources to enhance learning • Seeks out and uses appropriate internet resources • Uses a diverse range of resources specific to content/concepts • Uses of a range of sources • Uses appropriate conventions regarding academic honesty/referencing, acknowledging of sources • Balances bias/recognition of bias in the use of resources • Provides props, visual aids, cues to support understanding for a student with a wide range of levels of prior knowledge and understanding
3.5	• Shows an ability to relate to and work with children • Moves effectively within a learning space • Shows effective questioning to check for understanding (open and closed questions) • Body language should be open, encouraging and 'safe' • Uses appropriate: • volume • pitch • tone • language • forms of address • grammatical conventions • body language • Responds appropriately to student behaviours/contributions • Asserts themselves in a classroom environment as relevant • Provides informal feedback (inclusive, elaborative) to build student engagement • Uses warm-up activity to engage student participation • Provides feedback to each student • Has an active and engaging presence not seated, narrow, restrictive delivery of teaching • Uses gestures to communicate • Provides clear instruction • Seeks out unresponsive students

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 Demonstrate the capacity to organise classroom activities and provide clear directions	
4.4 Maintain student safety	

Describe strategies that support students' wellbeing 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.	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	Examples of evidence
4.2	• Routines and procedures are explicitly taught, modelled and reinforced • Redirects students not following procedures • Lessons have a clear structure that students are aware of and are able to follow • Timeframes are mainly accurate and appropriate to the task & concentration spans • Expectations are clearly stated for each activity • Provides clear directions • Resources are well organised • Students mainly stay on-task
4.4	• Knows what safety is • Knows the government protection strategies • Knows the school's protection policies • Passes on information • Knows the resources of the school i.e. G.O., school nurse • Knows OHS standards/procedures • Knows the anti-bullying policy- implements and supports the school's policy. Is aware of latest programs • Knows the school emergency procedures • Models sun safety practices and enforces them with students • Identifies potentially unsafe situations and is proactive in solving – risk assessment • Collaborates and asks for help
4.5	• Knows the National and State ICT policies and expectations • Knows the school's strategies and procedures for computer use and using the computer room • Has a clear method of monitoring – plans for entering and leaving • Keeps children on task • Is proactive • Knows the technology and how it works • Imparts the rules to the students • Previews electronic resources to check for suitability • Adheres to processes for use of images/videos of students

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 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 learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	

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 do it • Understands how we choose assessment strategies to suit the context/students/community • Knows timelines of the curriculum and the school timelines and requirements • Understands the literacy requirements • Writes an appropriate piece of assessment • Practises using a marking criteria, recording data, and analysing data to inform remediation
5.2	• Regularly gives feedback to students on their learning e.g. responses to answers, responses to class work, responses to homework, responses to individuals on progress during tasks and assignment work • Gives formative and summative feedback • Uses a range of strategies to give feedback: oral, written, conferencing, test results
5.4	• Knows how to access this data • Knows how to keep this data • Uses/describes how students data translates to teaching practices • Interprets table/graphs • Uses data to remediate • Collaborates with Mentor and others to implement support • Uses knowledge of student understanding from a lesson to inform subsequent lessons • Collaborates with Mentor to evaluate student learning and modify units

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	
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	

Mentor comments:

Nominated Supervisor's comments (Optional):

Professional Knowledge	**Examples of evidence**
6.3	• Discusses areas for improvement with Mentor • Applies constructive feedback from Mentor 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 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with 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 students, families and staff respectfully • Familiar with the jurisdictional professional codes of conduct/ethics
7.3	• Records reflections about how the Mentor communicates and maintains relationships with families • With the support of the Mentor, employs a variety of strategies to communicate and establish professional relationships with families. E.g. greets and farewells parents by name on arrival and introduces self as a Pre-service Teacher when appropriate • Investigates and/or trials (with Mentor guidance) various ways that digital resources can be used for communicating effectively, ethically, sensitively and confidentially with teachers, and parents or carers where applicable

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.

Mentor comments:

Pre-Service Teacher comments:

Nominated Supervisor comments (Optional):

Professional Experience Final Report

Professional Experience 1 – EDU70015/EDU70017

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:**	
School:	**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. 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	

To be emailed on the final day of placement to: PST's online tutor (eLearning Advisor)

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 your PST's eLearning Advisor who is on hand to support.

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:			
School:			

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 the Swinburne University Professional Experience Office:	
Support from Swinburne	
Date for review	
Review comments/notes	

To be emailed on the final day of placement to: PST's online tutor (eLearning Advisor)