

Professional Experience: EDU80020 Professional Experience 2

Important information for Mentors and Pre-service Teachers

Required days: 20 days full time. Any missed days must be made up.
Required setting: Years 7-12 Secondary setting

Overview

This is the second Professional Experience Unit of the Master of Teaching (Secondary). Pre-Service Teachers are required to complete 20 days of supervised professional experience within the allocated teaching time. In preparation for their professional experience in schools, Pre-Service Teachers will engage with unit materials that will prepare them for the expectations and responsibilities of this second professional experience, with a particular focus on planning for literacy and numeracy as general capabilities as outlined within the Australian Curriculum. 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 University tutor. Pre-Service Teachers are expected to progressively increase their teaching responsibilities throughout the professional experience, building up to teaching a minimum of 0.6 of a full-time load. In order to satisfactorily complete this practicum, the Pre-Service Teacher is required to meet the relevant Australian Professional Standards for Teachers (APST) at Graduate stage.

IT IS THE RESPONSIBILITY OF THE MENTOR AND PST TO FULFILL THE FOLLOWING PLACEMENT EXPECTATIONS

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 is 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
- Share current and prior planning documents, including assessment and reporting procedure

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. Our Placement support Team can also be contacted Email: help@swinburneonline.com or Phone: 1300 YES SOL (1300 937 765)

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 PST's 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.*

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	<ul style="list-style-type: none"> 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 Discuss strategies for teaching students 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 students, support small group work and support the planning/teaching of at least three full 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 Provide prompts to encourage reflective practice Schedule a meeting with the Pre-Service Teacher by the end of the first 5 days to discuss progress and establish goals for the following 5 days 	<ul style="list-style-type: none"> Familiarise yourself with the setting and relevant policies and procedures Discuss and unpack the practicum expectations with your Mentor Establish practicum goals and benchmarks with your Mentor Establish professional relationships with your Mentor, students, staff and families Observe classes, routines and students' needs/interests and accurately document all observations Scaffold learning with individual students Support small group work Support the planning/teaching of at least three whole class lessons Observe and identify classroom behaviours and management strategies Record reflections that demonstrate your ability to develop professional relationships with students, families and staff Actively ask for feedback from your Mentor and set goals for improvement
Day 6-10	<ul style="list-style-type: none"> Provide opportunities for the PST to take increased teaching responsibility (minimum of 0.4 of a full time load). This is to be negotiated with mentor based on the definition of full time load at your school. This includes planning and teaching lessons and the day-to-day running of the class Continue to support the planning and development of lessons and a unit of work Discuss and encourage participation in assessment and moderation processes Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks Schedule a meeting with the PST to complete and submit the Interim Progress Report at the end of 10 days of placement If PST is making UNSATISFACTORY progress please contact the Professional Experience Office immediately 	<ul style="list-style-type: none"> Continue to develop professional relationships with your Mentor, students, staff and families Take responsibility for a minimum of 0.4 of a full-time load. This is to be negotiated with mentor based on the definition of full time load at your school. This includes planning and teaching lessons and the day-to-day running of the class Observe and assist with marking
Day 11-20	<ul style="list-style-type: none"> Provide opportunities for the PST to take increased teaching responsibility (a minimum 0.6 of a full time load). This is to be negotiated with mentor based on the definition of full time load at your school. This includes planning and teaching lessons and the day-to-day running of the class 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). 	<ul style="list-style-type: none"> Take responsibility for a minimum of 0.6 of a full time load. This is to be negotiated with mentor based on the definition of full time load at your school. This includes planning and teaching lessons and the day-to-day running of the class. Implement proactive management strategies 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 report for your personal records.

Professional Experience Report

Professional Experience 2 - EDU80020

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.

EDU80020 Practicum 2 is the second 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 PST's 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 eLearning Advisor.
- **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.*

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

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 – EDU80020

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:	Missed days:	Days made up:
<i>Please note: Missed days should be made up in negotiation with the mentor</i>		
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 <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
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 <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>
Professional Engagement: Demonstrates the capacity to begin developing effective relationships with the school community to enhance learning opportunities.	SP <input type="checkbox"/>	WT <input type="checkbox"/>	*CC <input type="checkbox"/>

***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 – EDU80020

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 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 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 physical, social and intellectual development and characteristics of students and how these may affect learning	
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	
Mentor comments:	
Nominated Supervisor (Optional):	

Professional Knowledge	Examples of evidence
1.1	<ul style="list-style-type: none"> Identifies and records the differences exhibited by students in the classroom through observations and discussions Uses strategies to learn some of the differences within the group of students e.g. observation, discussion with mentor, establishment of prior learning, assessment data Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities Individual student support is given
1.2	<ul style="list-style-type: none"> With the guidance of the Mentor, plans and implements a series of lessons indicating an understanding of the variety of ways the observed students learn Plans and delivers lessons that demonstrate an understanding of the variety of ways students learn Observations are written with attention to the different theory based learning styles of students Lessons are written and delivered with attention to catering for the range of learning styles of students by using a range of activities Reflections address the effectiveness of teaching strategies in relation to learning achieved by students
1.3	<ul style="list-style-type: none"> Shows awareness of the use of inclusive language and strategies and implements these Shows understanding of, and responds to, sensitivities of students from diverse backgrounds Uses reflection to adjust teaching strategies to respond better to diverse needs

Standard 2- Know the content and how to teach it [Professional Knowledge Domain]: (0-3 to be placed in column to indicate level of achievement)	– Not demonstrated – Demonstrated occasionally – Demonstrated regularly – 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	
2.4 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	
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	

Mentor comments	
Nominated Supervisor (Optional):	
Professional Knowledge	Examples of evidence
2.1	<ul style="list-style-type: none"> Has a good knowledge of content appropriate teaching strategies and uses a variety of them to engage students and deliver the content effectively Develops resources independently Uses language/terms/definitions and written resources accurately Reflects on the link between teaching strategies and student understanding of concepts, and adjusts lesson plans accordingly
2.2	<ul style="list-style-type: none"> Develops well-structured lesson plans within the unit Uses strategies/approaches to check student understanding during lessons Uses appropriate resources for students at the learning stage Scaffolds instructional explanations
2.3	<ul style="list-style-type: none"> Willing to attend parent teacher meetings to observe where possible Uses a range of effective questioning techniques Participates in marking and moderating assessment tasks – conferencing Shows an understanding of and willingness to follow current assessment Reflects on last lesson, makes an assessment about collective understanding and uses this for the new lesson
2.4	<ul style="list-style-type: none"> Identifies how the school identifies Aboriginal and Torres Strait Islander students Identifies how the school supports the learning of Aboriginal and Torres Strait Islander Perspectives in education programs Identifies how the school setting engages teaching and learning strategies Includes cross curricula connections to Indigenous Perspectives in curriculum planning and learning. This could include: <ul style="list-style-type: none"> My school demographic data to find (my school) Aboriginal and Torres Strait Islander students' statistical information Map of Country/Acknowledgement of Country at school assembly/events/in newsletters Aboriginal Flag, Aboriginal Art, artefacts, Aboriginal Language, Aboriginal and Torres Strait Islander Events calendar Community participation - may include elders / cultural walks
2.5	<ul style="list-style-type: none"> Awareness of the curriculum documents and policies within the school Teaching and modelling of grammatical and English language conventions Teaching/modelling of appropriate numerical conventions. Explicit teaching of the language of a content discipline. Planning and teaching of activities that improve the language, literacy and numeracy of students
2.6	<ul style="list-style-type: none"> Awareness of school policy Sources resources within the school that would be appropriate for learning experiences Is willing to communicate digitally Identifies/recognises alternative ICT that could be used in classes Proficient with selected ICTs Uses relevant ICT within the teaching and learning program Uses ICT to promote engagement and understanding Uses ICT in resource development and planning Explicitly teaches the use of ICT with students, where appropriate Monitors the ethical use of ICT

Standard 3- Plan for and implement effective teaching and learning [Professional Practice Domain]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved
3.1 Establish challenging learning goals 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		
Mentor comments		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
3.1	<ul style="list-style-type: none"> Identifies objectives/goals for students as established by the school/faculty/unit Sets learning objectives and develops lesson plans that attempt to enable acquisition of this learning objective Awareness of the need to differentiate learning goals Articulates goals for strategies used in class Identifies goals for: <ul style="list-style-type: none"> content learning classroom management skills values Develops clear, stated learning objectives that match the needs of students Expects that goals are met and checks this Recognises short and long term goals in lesson plan materials 	
3.2	<ul style="list-style-type: none"> Reflects on the success of strategies in promoting student learning in a lesson, in the context of the previous and subsequent lesson Scaffolds difficulty, complexity and application over a lesson/course of a sequence of lessons Ability to contribute to the planning and implementation of engaging and worthwhile student learning Reflects on the success of strategies in promoting student learning over the course of a sequence of lessons in the context of goals/objectives 	

3.3	<ul style="list-style-type: none"> • Uses a range of strategies to engage students. These might include: whole group, small groups, whiteboard, Smartboard, ICT, peer teaching, multiple intelligences • Relates strategies appropriately to coherent pedagogies • Demonstrates diversity of approaches across a sequence of lessons • Ability to change/adapt some strategies within a lesson in response to student performance/understanding/engagement • Uses effective questioning techniques that maximizes involvement • Encourages critical and creative thinking through oral and written questions
3.4	<ul style="list-style-type: none"> • Locates and collects resources developed by the school for specific learning programs/units • Uses ready-made resources (e.g. Text books) and uses own additional resources (where appropriate) • Uses the Internet for resources • Uses ICT to engage students • Uses diverse resources specific to content/concepts • Balances bias/recognition of bias in the use of resources • Provides props, visual aids, cues to support understanding for students with a wide range of levels of prior knowledge and understanding
3.5	<ul style="list-style-type: none"> • Shows an ability to relate to and work with students • Encourages wide participation • Moves effectively within a learning space • Shows effective questioning to check for understanding (open and closed questions) • Body language is open, encouraging and 'safe' • Uses appropriate: volume, pitch, tone, projection of voice, language, forms of address, grammatical conventions, body language, gesture (hands-up sign) • Responds appropriately to student behaviours/contributions • Provides informal feedback (inclusive, elaborative) to build student engagement • Demonstrates an active and engaging presence; not seated, narrow, restrictive delivery of teaching • Uses gestures to communicate • Delivers clear instructions • Uses eye contact effectively

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	
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour	
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	<ul style="list-style-type: none"> • Demonstrates micro skills/teaching activity planning and executing. Communicates to the class the outcomes and time frames • Gives clear directions/instructions • Checks understanding of instructions • Writes up the lesson agenda • Has simple routines for entering the room, distributing and using equipment, transitions and teaches these to the students
4.3	<ul style="list-style-type: none"> • Reinforces Mentor's expectations for behaviour management • Establishes behaviour expectations • Identifies behaviour problems in the classroom, seeks advice and acts upon that advice • Discusses a range of possible strategies to manage various types of classroom behaviour • Observes and identifies various classroom behaviours • Experiments with a range of strategies • Implements proactive strategies and changes lesson plans to manage behaviours • Corrects inappropriate behaviour • Implements the school behaviour management policy
4.4	<ul style="list-style-type: none"> • Conducts own audit and discusses potential risks with Mentor • Responds to potentially unsafe situations • Becomes familiar with and follows school policies • Documents what strategies/policies and legislation are relevant to school/student/teachers • Demonstrates independent reflective practices/capacity which can translate to future actions
4.5	<ul style="list-style-type: none"> • Follows school protocol in relation to ICT use • Displays 'common sense' in relation to appropriate resources • Demonstrates within planning, a broad range of issues/strategies for safe/ ethical/responsible use (e.g. inappropriate site/content/language) • Knows where and how to access /copy • Knows and relates school rules and policies with regards ICT use • Knows the school's procedures for using the computer room • Has clear methods of monitoring students – plans for entering and leaving • Consults with Mentor regarding the suitability of resources and activities

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		
5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement		
Mentor comments		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
5.1	<ul style="list-style-type: none"> • Demonstrates a working knowledge of informal and formal, diagnostic, formative and summative assessment and why we use them • Designs assessment for single lessons and uses this to inform future practice • Uses existing assessment tasks within a unit • Observes and assists with marking and recording 	
5.2	<ul style="list-style-type: none"> • Assists with marking and gives feedback under the guidance of the Mentor • Creates and uses opportunities to give feedback to students on their learning e.g. response to answers, response to class work, response to homework 	
5.4	<ul style="list-style-type: none"> • Uses knowledge of student understanding and Mentor feedback from a lesson to inform subsequent lessons • Collaborates with the Mentor to evaluate student learning and modifies subsequent lessons and/or units • Knows the school processes for supporting learning 	
5.5	<ul style="list-style-type: none"> • Knows a range of reporting strategies such as formal and informal • Knows how to interpret and use strategies • Keeps accurate records • Uses different methods of gathering evidence • Knows the procedures for recording results • Knows the legal recommendations 	

Standard 6 – Engage in professional learning [Professional Engagement]: (0-3 to be placed in column to indicate level of achievement)		0 – Not demonstrated 1 – Demonstrated occasionally 2 – Demonstrated regularly 3 – Demonstrated consistently
Focus areas		Level Achieved
6.1 Identify and plan professional learning needs Demonstrate an 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		
Mentor comments		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
6.1	<ul style="list-style-type: none"> Understands the importance of regular professional development in all learning areas Considers how ICT can improve personal goals and professional practice Understands the Australian Professional Standards for Teachers (Graduate) and how to use them for setting improvement goals 	
6.2	<ul style="list-style-type: none"> Willingly attends professional learning sessions with the Mentor (where applicable) Proactively seeks out various forms of external professional learning and applies the learnt strategies to practice Keeps up to date with educational ICT resources and tools 	
6.3	<ul style="list-style-type: none"> 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		
7.2 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		
Mentor comments		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
7.1	<ul style="list-style-type: none"> Dresses, speaks and behaves in a professional manner Interacts with students, families and staff respectfully Familiar with the jurisdictional professional codes of conduct/ethics 	
7.2	<ul style="list-style-type: none"> Seeks advice from Mentor on the relevant legislative, administrative and organisational policies and processes required for teachers 	
7.3	<ul style="list-style-type: none"> Records reflections about how the Mentor communicates and maintains relationships with families With the support of the Mentor, applies strategies to communicate and establish professional relationships with families 	

Final professional experience summary and comments

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

Mentor comments:

Pre-Service Teacher comments:

Nominated Supervisor comments (Optional):

Reference Only
Not for use

Professional Experience Final Report

Professional Experience 2 – EDU80020

Pre-service Teacher:		Student number:	
Number of days completed: <i>Please note: Missed days should be made up in negotiation with the mentor.</i>		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 the PST's 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 <i>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.</i>	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	