



Professional Experience: EDU30003: Curriculum, Planning and Assessment for Infants Practicum
Important information for Mentors and Pre-service Teachers

Required days: 20 days full time. Any missed days must be made up.
Required setting: Early Childhood Education Setting **Age Group:** Birth to two years

Overview:

This is the second Professional Experience Unit of the Bachelor of Education (Early childhood) that requires you to complete 20 days of supervised professional experience within the allocated teaching block. In preparation for your professional experience in early childhood settings, you will engage with unit materials that will introduce you to curriculum planning and assessment for infants in early childhood education. Whilst on professional experience, you are expected to actively participate in the life of the early childhood setting and reflect on your practice and performance with the support of your Mentor and Swinburne Online eLearning Advisor. You will be introduced to all aspects of teaching, eventually taking responsibility for planning, implementing and evaluating an indoor and outdoor curriculum including routines for a minimum of three days. Given the length of the practicum and the age of the children, it would not be appropriate for you to change everything in the existing curriculum. However, you are required to make a significant contribution and introduce some original ideas in your curriculum plan. You are encouraged to engage with contemporary styles of documentation including the use of photographs so please seek information from your Mentor about any restrictions, policies and guidelines including how you can gain permission from parents.

IT IS THE RESPONSIBILITY OF THE MENTOR AND PRE-SERVICE TEACHER (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 Australian Professional Standards for Teachers (APST) 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 service induction
- PSTs to familiarise themselves with the service's policies and procedures.
- Mentor and PST to review all of the 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 children, staff and families.
- Actively participate in all aspects of the school life when appropriate (e.g. extra-curricular activities, staff meetings, etc.).
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support teaching and learning of individual children and small groups
- Understand and uphold the expectations for professional conduct (e.g. be punctual, dress appropriately etc.)
- Establish and maintain a neat and organised professional experience folder (Store all observations, planning and reflections about children appropriately and make these available to mentor if requested)
- Be open and willing to receive feedback constructively.
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Support:

- 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.

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.

	PST Expectations	Mentor expectations
Day 1 only	<ul style="list-style-type: none"> ▪ Establish a professional relationship with your Mentor, children, staff and families ▪ Familiarise yourself with the setting, including: expectations, timetables and policies ▪ Liaise with Mentor for planning and practicum goal setting ▪ Observe practice. Look specifically at how routines and transitions are planned for children aged birth – 2. (plan to collect evidence) ▪ Gain permission to record observations and if appropriate use photographs for assessments 	<ul style="list-style-type: none"> ▪ Welcome student ▪ Introduce Pre-service Teacher to children, families and staff ▪ Discuss practicum expectations with PST and establish practicum goals ▪ Discuss issues and requirements relating to confidentiality and the use of photographs ▪ Discuss planning and preparation for week 1
Days 2-5:	<ul style="list-style-type: none"> ▪ Establish relationships with children, staff and families. Model respectful and sensitive interactions with children ▪ In consultation with your mentor, select a focus child to observe and plan a multi-sensory learning experience. Use the Swinburne Online planning template provided to develop a learning experience plan for an individual child and implement the learning experience plan next week for a minimum of three times. ▪ Actively support the implementation of the overall curriculum ▪ Under supervision, participate in routines including nappy changing, meal and rest times ▪ Write down your observations of children's during routines, indoor and outdoor experiences ▪ Identify and record children's interests and strengths ▪ Record reflections on your professional conduct, communication and relationships with children, families and teachers ▪ Maintain an organised practicum folder and accurate attendance diary. ▪ Ask for feedback from your Mentor and set goals for improvement 	<ul style="list-style-type: none"> ▪ Discuss individual children's development, needs and relevant background information. ▪ Have a conversation with the PST about attachment theory ▪ Share strategies for documenting observations ▪ Discuss individual children's development, routines, needs and relevant background information ▪ Share policies about and support participation in nappy, sleep and meal routines ▪ Share prior and current planning documents with the Pre-service Teacher ▪ Provide feedback on PST's written observations and interpretations of these ▪ Schedule a meeting with the PST by the end of the first week to discuss progress and establish goals for the following week
Days 5-10	<ul style="list-style-type: none"> ▪ Plan and implement approximately three whole group experiences that are appropriate for children aged birth – two. ▪ Plan a multi-sensory learning experience for an individual child and implement the learning experience plan next week for a minimum of three times. This experience must be appropriate for children aged birth – two. ▪ Model respectful and sensitive interactions with children and encourage these between children ▪ Continue to develop professional 	<ul style="list-style-type: none"> ▪ Provide opportunities for the PST to take increased responsibility for the curriculum ▪ Provide feedback on the plan and implementation of the group experience plan ▪ Support the planning of the curriculum; help to interpret observations, share knowledge, question PSTs intentions and discuss ideas ▪ Provide prompts to encourage reflective practice ▪ Provide constructive feedback on all aspects of teaching and set goals for the following week ▪ Discuss strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander children (this can be

	<p>relationships with your Mentor, students, staff and families</p> <ul style="list-style-type: none"> ▪ Continue to observe children and record observations ▪ Identify and record the individual needs of the children ▪ Document children’s learning in a format that you can share with educators and families. ▪ Continue to establish relationships with individual children and small groups ▪ Observe and record the teaching and behaviour guidance strategies used by your Mentor ▪ Actively participate in all aspects of the service including extra curricula activities, professional learning etc. ▪ Continue to reflect on your practice and ask your Mentor for feedback about all aspects of your teaching practice including your planning and communication with children, staff and families. 	<p>hypothetical if they are not represented in the class).</p> <ul style="list-style-type: none"> ▪ Provide opportunities for the PST to scaffold learning with individual children, support small group work and support the planning/teaching of the whole group ▪ Provide constructive feedback on all aspects of teaching and set goals for the remaining two weeks ▪ Schedule a meeting with the Pre-service Teacher to complete the Interim Progress Report at the end of this week ▪ Complete a Support Plan if required ▪ If PST is making UNSATISFACTORY progress please contact Swinburne Online immediately
<p>Days 10-20:</p>	<ul style="list-style-type: none"> ▪ In collaboration with your Mentor, plan for the learning of the whole group including indoor, outdoor and routine experiences using any template/ format. This must be appropriate for children aged birth – two. Include your planning for the setup of the environment. Keep a copy of these in your professional experience folder. ▪ Take full responsibility for implementing your planned curriculum for a minimum of three days each week. Evaluate your planned curriculum. Keep a copy of these in your professional experience folder. ▪ Trial a range of behaviour guidance strategies, as modelled by the Mentor. Keep a copy of what you have trialed in your professional experience folder. ▪ Initiate and engage in professional discussions with your Mentor about the interconnected relationship between curriculum, planning and assessment, how routines, indoor and outdoor play experiences contribute to learning and strategies for establishing respectful relationships with children and families. ▪ Scaffold learning with individual children and small groups ▪ Document and assess the learning of children aged birth – two. Keep a copy of these in your professional experience folder. ▪ Critically reflect on your third professional experience and set goals for future learning. Record your professional strengths and challenges. Use the Code of Ethics to guide your reflections. Keep a copy of these in your professional experience folder. ▪ Negotiate and schedule any missed days ▪ Schedule a meeting with the mentor to complete and submit the Final Assessment on 	<ul style="list-style-type: none"> ▪ Provide feedback on the PST’s verbal and non-verbal interactions with children ▪ Provide feedback on PST’s documentation and assessment of the learning of children aged birth – two. ▪ Support and guide the planning of curriculum; help to interpret observations, share knowledge, question PSTs intentional teaching and provide ideas if needed ▪ Provide prompts to encourage reflective practice ▪ Provide opportunities for the Pre-service Teacher to take increased teaching responsibility for a minimum of three days each week (where possible) ▪ 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 Report on the last day of placement (Day 20). Save a copy of the report for your personal records.

	the last day of placement (Day 20). Save a copy of the interim report for your personal records.	
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UNIT ASSESSMENT REQUIREMENTS:

Throughout the professional experience, you will be expected to work towards the following assessment tasks:

1. One Individual Learning Experience Plan using the Swinburne Online Template
2. A Curriculum Plan including the indoor and outdoor environments and routines (including transitions)
3. Two examples of documentation that assess and communicate children's learning
4. Critical reflections on practice with a focus on relationships with children and communication with families.

You are encouraged to seek feedback and support from your Mentor to complete these tasks; however, it is your responsibility to ensure the tasks meet the requirements outlined in the assessment criteria when and all assessment tasks are to be submitted to Swinburne Online for marking.

THE REPORTING RESPONSIBILITY OF THE PRE-SERVICE TEACHER IS:

1. To make sure all required reports and assessments are completed in a timely manner and submitted by the required dates.
2. To participate in the interim & end of assessment reporting process.

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 the PST online tutor. 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, please contact your PST online tutor ASAP.

▪ **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 PSTs performance, and sign off on the number of completed days. The final report is submitted directly to the PST online tutor via email.

Interim Report Form: To complete and submit the online Interim Progress Report form in collaboration with the PST by mid-way through the professional experience (**Day 10**). . The interim report is submitted directly to the PST online tutor via email.

Cause for Form: If the Pre-service Teacher receives a cause for concern result on the online Interim Progress Report form, the Mentor will be prompted to complete the Professional Experience Support Plan. Once submitted, your PST online tutor will contact you or please feel free to contact them to discuss prior.

Final Report Form: To complete and submit the online Final Report form in collaboration with the PST, on or the day after the final placement (Day 20). . The final report is submitted directly to the PST online tutor via email.

Note: Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the mentor, the reports MUST be submitted by the mentor. Reports submitted by the PST will not be accepted.

ASSESSING PROFESSIONAL PRACTICE

We place great faith in the Mentors professional judgement and request an honest assessment of the Pre-Service Teacher's (PSTs) 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 EDU30003 is the second practicum in the Bachelor of Education (Early Childhood) course. 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 (APST).



Professional Experience Interim Report
EDU30003 Curriculum, Planning and Assessment- Practicum 2 (20 Days)

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/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. The Pre-service Teacher has not received a 0 for any of the assessed Standards.
- Unsatisfactory.** A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Pre-service Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor and the Nominated supervisor to be not achieving the required level for the stage of practice.
- Not completed.** Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis. (For examples of 'Result Deferred' refer to the practicum handbook).

Based on the level achieved for each standard the final overall result for the Pre-service Teacher is assessed as:
(Please tick the appropriate box)

Satisfactory – *The Pre-service Teacher has received 1-3 for every standard*

Unsatisfactory – *The Pre-service Teacher has received a 0 for one or more standards*

Not completed – *The Pre-service Teacher has not completed the required number of days*

Signatures	
Mentor signature	
Pre-service Teacher	
Nominated Supervisor	
Date	

PART A: FINAL REPORT – EDU30003

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 (insert 0-3)
1.1 Physical, social and intellectual development and characteristics of students	
1.2 Understand how students learn	
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	
<i>Mentor comments:</i>	
<i>Nominated Supervisor (Optional if required)</i>	
Professional Knowledge	Examples of evidence
1.1	<ul style="list-style-type: none"> • Uses a range of strategies to collect information about children and learn about individual differences within the group. • Observations identify and record the differences exhibited by individual children including development, interests and strengths. • Plans routines and play experiences that support individual children’s learning, development, interests and strengths. • Adapts teaching to support individual children’s learning during routines and play experiences.
1.2	<ul style="list-style-type: none"> • With the guidance of the Mentor, the Pre-service teacher plans and implements a curriculum that is informed by observations of children. • Planned learning experiences demonstrate an understanding of how children learn. • The EYLF and theories inform observations, curriculum planning and documentation of learning. • The curriculum includes experiences that cater for a variety of interests and stages of development. • Reflections and curriculum evaluations address the effectiveness of teaching strategies in relation to learning achieved by children.
1.3	<ul style="list-style-type: none"> • Demonstrates an awareness of inclusive language and teaching strategies. • Demonstrates an understanding of and responds to children from diverse backgrounds sensitively and respectfully. • Reflects on teaching practices and adapts strategies to respond better to diverse needs. • The planned curriculum includes materials and experiences that reflect diverse cultures. • Uses open-ended materials, key words from children’s languages and when appropriate, follows children’s routines from home.

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 (insert 0-3)
2.1 Content and teaching strategies of the teaching area		
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	<ul style="list-style-type: none"> • Has an understanding of and draws on a range of strategies for supporting children’s learning in different experiences including routines. • Independently collects and/or creates appropriate resources and sets up inviting and engaging experiences for children. • Evidence of knowledge about concepts and skills being learnt during particular experiences. • Responds to Mentor feedback and adjust planning and experiences. 	
2.3	<ul style="list-style-type: none"> • Develops a clear curriculum plan that is underpinned by the EYLF and includes a range of experiences to enhance children’s learning and development in the indoor and outdoor environments and throughout routines. • Draws on previous planning and assessment documents to inform future planning. • Uses a range of methods to reflect on and evaluate all aspects of the curriculum and use this to make modifications and to inform future plans. 	
2.5	<ul style="list-style-type: none"> • Demonstrates an awareness of the practices, principles and outcomes in the EYLF. • Consults with the Mentor and is aware of the curriculum documents and policies used in the setting. • Uses appropriate strategies and play/routine experiences to support children’s learning and language development (eg. storytelling, singing, questions, statements and key words in homelanguages). • Plans for and supports children’s early language and math skills. 	

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 (insert 0-3)
3.1 Establish challenging learning goals		
3.2 Plan, structure and sequence learning programs		
3.3 Use teaching strategies		
3.4 Select and use resources		
3.5 Use effective classroom communication		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
3.1	<ul style="list-style-type: none"> • Consults with mentor about current learning goals for children. • Develops appropriate and realistic learning goals for group and individual children. • Identifies goals for learning, skills and values. • Goals demonstrate a high expectation for children as learners. • Curriculum and learning plans build on interests and strengths and include strategies to challenge children. 	
3.2	<ul style="list-style-type: none"> • Evaluates the effectiveness of teaching strategies and curriculum plans in relation to children's learning. • Scaffolds children's learning in play and routines. • Uses observations and evaluations to forward plan. 	
3.3	<ul style="list-style-type: none"> • Plans for and uses a range of strategies where appropriate for whole group, small group, and individual learning experiences. • Identifies practices and reflects on a range of teaching strategies such as modelling, co-constructing, questioning, describing, and listening. 	
3.4	<ul style="list-style-type: none"> • Selects appropriate resources to implement planned learning experiences. • Includes natural and improvised materials in learning experiences. • Uses props and visual aids to support children's learning in play and routines. 	
3.5	<ul style="list-style-type: none"> • Demonstrates awareness of positioning and body language. • Gets down on children's level and uses voice effectively to interact with children and provide warnings about routines and transitions. • Offers respectful verbal encouragement and positive feedback. • Engages in experiences with children. 	

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 (insert 0-3)
4.1 Support student participation		
4.2 Manage classroom activities		
4.3 Manage challenging behaviour		
4.4 Maintain student safety		
4.5 Use ICT safely, responsibly and ethically		
Mentor comments:		
Nominated Supervisor's comments (Optional):		
Professional Knowledge	Examples of evidence	
4.1	<ul style="list-style-type: none"> Observes and discusses behaviour guidance methods used by the Mentor. Distinguishes between various children's skills, interests, behaviours, developmental stage and understandings. Identifies a range of strategies that support children's learning and discovery. Enthusiastically engages with children and participates in routines and experiences. 	
4.2	<ul style="list-style-type: none"> Gathers information about current routines and learning experiences. Effective planning and implementation of three learning experiences in consultation with the Mentor. Engages with children and provides clear guidance in planned experiences. Supports smooth flowing transitions and contributes to creating a calm environment for children. Supports children through routines such as nappy changing/toileting, meals and sleep times. 	
4.3	<ul style="list-style-type: none"> Follows Mentor's expectations for behaviour management. Observes various behaviours and discuss their relationship to developmental expectations. Identifies challenging behaviours and seek advice. Discusses range of possible strategies to guide various types of behavior. Experiments with a range of appropriate strategies in everyday experiences. Understands the difference between proactive and reactive strategies. Learns the education setting's policies in relation to behaviour and attempt to reinforce these policies. 	
4.4	<ul style="list-style-type: none"> Awareness of relevant policies and procedures of early childhood setting. Follows the setting's hygiene procedures in routines. Identifies and follows procedures for children's meal and sleep routines. Identifies areas of the EYLF and/or NQS that relate to children's wellbeing and safety. Positions self for effective supervision of children. Models and encourages sun smart behaviours. 	
4.5	<ul style="list-style-type: none"> Finds relevant resources and information using ICT. Follows the setting's policies/guidelines in relation to taking, storing and sharing photographs and information about children using ICT. Consults with Mentor re the suitability of ICT resources and experiences. 	

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 (insert 0-3)
5.1 Assess student learning		
5.2 Provide feedback to students on their learning		
5.4 Interpret student data		
5.5 Report on student achievement		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
5.1	<ul style="list-style-type: none"> • Pre-service teacher is familiar with the assessment and documentation procedures used within the setting. • Demonstrates a basic understanding of how the EYLF supports assessment. • Shares observations of children's learning, both informally through conversations and in written work. • With mentor has effectively evaluated curriculum learning plans. 	
5.2	<ul style="list-style-type: none"> • Demonstrates an understanding of the place of feedback within the teaching process • Observes educators and identifies interactions that provide children with feedback • Use play and routines as an opportunity to give verbal and non-verbal feedback to children 	
5.4	<ul style="list-style-type: none"> • Uses children's background information to inform curriculum planning and pedagogy. • Familiarises self with prior planning documentation and uses this to inform future plans. • Uses observations of children's learning to inform planning of experiences. • Recognises that data relating to infant development and growth can be used to inform practice. • With mentor support has effectively evaluated learning plans. 	
5.5	<ul style="list-style-type: none"> • Acknowledges that children's assessed skills and interests can be used to plan future curriculum. • Observes and understands the planning and assessment process used by the early childhood setting. • Identifies strategies/methods to share assessments with children, families and other professionals. 	

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 (insert 0-3)
6.3 Engage with colleagues and improve practice		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
6.3	<ul style="list-style-type: none"> Identifies and discusses professional strengths and challenges. Seeks feedback about professional behaviour and all aspects of teaching from Mentor. Applies constructive feedback from supervisors/mentors to improve teaching practices and outcomes for children. 	

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 (insert 0-3)
7.1 Meet professional ethics and responsibilities		
7.2 Comply with legislative, administrative and organisational requirements		
7.3 Engage with the parents/carers		
<i>Mentor comments:</i>		
<i>Nominated Supervisor's comments (Optional):</i>		
Professional Knowledge	Examples of evidence	
7.1	<ul style="list-style-type: none"> Dresses, speaks and behaves in a professional manner. Interactions with children, families and staff are respectful. Familiar with the ECA code of ethics and the settings and jurisdictional professional codes of conduct. 	
7.2	<ul style="list-style-type: none"> Is aware of and follows the setting's key policies and procedures and knows where these are located. Is aware of and follows workplace health and safety guidelines (e.g. hand washing, team lifting, and evacuation procedures). Communicates effectively to ensure Mentor knows where Pre-service Teacher is. Remains under the supervision of Mentor/ employed educator at all times when with children. 	
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. Eg greets and farewells parents by name on arrival and introduces self as a pre-service teachers when appropriate. 	

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):

PART B: 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 <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 Swinburne Online:

Support from Swinburne Online	
Date for review	
Review comments/notes	

EDU30003 Curriculum, Planning and Assessment- Practicum 2 (20 Days)

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: <i>Please note: Missed days should be made up in negotiation with the mentor.</i>	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: