

USING THE PROFESSIONAL EXPERIENCE REPORT

To the mentor teacher:

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

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

The report has 3 purposes.

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

Formal assessment to be undertaken by the mentor teacher:

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

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

Review at Mid-Placement:

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

Intervention and Support:

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

Assessment at the Completion of the Placement:

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

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

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

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

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

Faculty of Education
PROFESSIONAL EXPERIENCE REPORT

PRESERVICE TEACHER:

STUDENT NUMBER:

SCHOOL NAME:

MENTOR TEACHER:

YEAR LEVEL/DICIPLINE:

LEVEL OF PLACEMENT: BEGINNING INTERMEDIATE FINAL

ALIGNED UNIT OF STUDY

ECP/PRIMARY- UG

10426 IAC 10178 Phil&Ped

9894 PAR 11779 - PEC

9918 TaP

10179 STEM (Early Years)

Other

SECONDARY - UG

10425 CAPR

PCK1 *(indicate Unit Number)*

PCK2*(indicate Unit Number)*

COURSE

B Ed (Primary)

B Early Childhood & Prim

B Secondary Ed

M Teach (Primary)

M Teach (Secondary)

MASTERS

11344 11359

11351 11350

11336 11340

11360

M Teach Secondary Methods
(indicate unit number)

REPORT TYPE

INTERIM

FINAL

INTERIM FEEDBACK

SATISFACTORY PROGRESS

IN NEED OF INTERVENTION AND SUPPORT

UC CONTACTED ON (DATE)

FINAL REPORT RESULT

SATISFACTORY

UNSATISFACTORY

DAYS COMPLETED

START DATE

END DATE

10 DAYS

15 DAYS

20 DAYS

30 DAYS

OTHER *(specify)*

SIGNATURES (NAME AND SIGN)

PRESERVICE TEACHER NAME:

DATE:

PRESERVICE TEACHER SIGN:

MENTOR TEACHER NAME:

DATE:

MENTOR TEACHER SIGN:

SPEC NAME:

DATE:

SPEC SIGN:

SECTION 1 – PROFESSIONAL KNOWLEDGE

This section provides a place to document professional conversations based around the first domain of the Australian Professional Standards for Teachers, 'Professional Knowledge'.

Judgment of Preservice Teacher progress should be made with reference to the **Guide to Preservice Teachers' Professional Practice** and following a *Professional Conversation* between the mentor and Preservice Teacher.

Please **place a tick** in the specific focus areas related to each standard you are addressing in the report below (full text is in Appendix A). It is understood that Preservice Teachers will not have the opportunity to demonstrate capability at the Graduate Level in every element of every standard in every professional experience.

1. Know the students and how they learn		2. Know the content and how to teach it	
1.1 Physical, social and intellectual development and characteristics of students	<input type="checkbox"/>	2.1 Content and teaching strategies of the teaching area	<input type="checkbox"/>
1.2 Understands how students learn	<input type="checkbox"/>	2.2 Content selection and organisation	<input type="checkbox"/>
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	<input type="checkbox"/>	2.3 Curriculum, assessment and reporting	<input type="checkbox"/>
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	<input type="checkbox"/>	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	<input type="checkbox"/>
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	<input type="checkbox"/>	2.5 Literacy and numeracy strategies	<input type="checkbox"/>
1.6 Strategies to support full participation of students with disability	<input type="checkbox"/>	2.6 Information and Communication Technology (ICT)	<input type="checkbox"/>

DOMAIN 1 – PROFESSIONAL KNOWLEDGE

EVIDENCE OF DEVELOPMENT

FOCUS FOR FURTHER DEVELOPMENT

SECTION 2 – PROFESSIONAL PRACTICE

This section provides a place to document professional conversations based around the second domain of the Australian Professional Standards for Teachers, 'Professional Practice'.

Judgment of Preservice Teacher progress should be made with reference to the **Guide to Preservice Teachers' Professional Practice** and following a *Professional Conversation* between the mentor and Preservice Teacher.

Please **place a tick** in the specific focus areas related to each standard you are addressing in the report below (full text is in Appendix A). It is understood that Preservice Teachers will not have the opportunity to demonstrate capability at the Graduate level in every element of every standard in every professional experience.

3. Plan for and implement effective teaching and learning		4. Create and maintain supportive and safe learning environments		5. Assess, provide feedback and report on student learning	
3.1 Establish challenging learning goals	<input type="checkbox"/>	4.1 Support student participation	<input type="checkbox"/>	5.1 Assess student learning	<input type="checkbox"/>
3.2 Plan, structure and sequence learning programs	<input type="checkbox"/>	4.2 Manage classroom activities	<input type="checkbox"/>	5.2 Provide feedback to students on their own learning	<input type="checkbox"/>
3.3 Use teaching strategies	<input type="checkbox"/>	4.3 Manage challenging behaviour	<input type="checkbox"/>	5.3 Make consistent and comparable judgments	<input type="checkbox"/>
3.4 Select and use resources	<input type="checkbox"/>	4.4 Maintain student safety	<input type="checkbox"/>	5.4 Interpret student data	<input type="checkbox"/>
3.5 Use effective classroom communication	<input type="checkbox"/>	4.5 Use ICT safely, responsibly and ethically	<input type="checkbox"/>	5.5 Report on student achievement	<input type="checkbox"/>
3.6 Evaluate and improve teaching programs	<input type="checkbox"/>				
3.7 Engage parents / carers in the educative process	<input type="checkbox"/>				

DOMAIN 2 – PROFESSIONAL PRACTICE

EVIDENCE OF DEVELOPMENT

FOCUS FOR FURTHER DEVELOPMENT

SECTION 3 – PROFESSIONAL ENGAGEMENT

This section provides a place to document professional conversations based around the third domain of the Australian Professional Standards for Teachers, 'Professional Engagement'.

Judgment of Preservice Teacher progress should be made with reference to the **Guide to Preservice Teachers' Professional Practice** and following a *Professional Conversation* between the mentor and Preservice Teacher.

Please **place a tick** in the specific focus areas related to each standard you are addressing in the report below (full text is in Appendix A). It is understood that Preservice Teachers will not have the opportunity to demonstrate capability at the Graduate level in every element of every standard in every professional experience.

6. Engage in professional learning		7. Engage professionally with colleagues, parents / carers and community	
6.1 Identify and plan professional learning needs	<input type="checkbox"/>	7.1 Meet professional ethics and responsibilities	<input type="checkbox"/>
6.2 Engage in professional learning and improve practice	<input type="checkbox"/>	7.2 Comply with legislative, administrative and organisational requirements	<input type="checkbox"/>
6.3 Engage with colleagues and improve practice	<input type="checkbox"/>	7.3 Engage with the parents/carers	<input type="checkbox"/>
6.4 Apply professional learning and improve student learning	<input type="checkbox"/>	7.4 Engage with professional teaching networks and broader communities	<input type="checkbox"/>

DOMAIN 3 – PROFESSIONAL ENGAGEMENT

EVIDENCE OF DEVELOPMENT

FOCUS FOR FURTHER DEVELOPMENT

Inherent Requirements

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

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

1. Communication Skills

Rationale

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

Inherent requirements

A. Expressive

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

B. Receptive

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

C. Non-verbal

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

D. Interpersonal Communication Skills

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

2. Behavioural Stability

Rationale

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

Inherent requirement

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

3. Knowledge Skills

Rationale

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

Inherent requirement

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

MENTOR TEACHER – GENERAL COMMENTS

PRESERVICE TEACHER – REFLECTIVE COMMENTS (MUST BE COMPLETED)

APPENDIX A:

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS - GRADUATE

PROFESSIONAL KNOWLEDGE

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

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

PROFESSIONAL PRACTICE

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

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

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

PROFESSIONAL ENGAGEMENT

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

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